**Welcome to Introduction to Theatre!**

Fall 2016 | 3 Credit Hours | THEA 1343 – 001 **| Room: COBA 138**

M/W/F from 9:00 am-9: 50 am

Instructor: Detra Payne, MFA, SAG-AFTRA

Office: FA 268A

Office Hours: Tuesdays & Thursdays by appointment only\*

\*You: How do I schedule an appointment?

Me: Email me. When you do, please include your name and the name of your course in the subject line. For example, “Requesting app’t, Sherlock Holmes, Intro class.” Thanks! Do not assume we have a scheduled appt. if I do not reply to your email. You must receive a reply from me with a scheduled time.

Voicemail: (817) 272 - 2650 (Theater Dept. main number)

Email: Detra.payne@uta.edu

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| --- | --- | --- | --- |
| **Degree** | **Major** | **Institution** | **Year** |
| MFA | Acting | Actors Studio Drama School, a Division of The New School (New School for Drama) | 2007 |
| BA | Theatre Arts | University of Washington | 1990 |

**COURSE DESCRIPTION**

Acquaints the student with major phases of theatrical activity and production research. Considers the duties and contributions of director, actor, scene designer, costumer, and others involved in play production. Students may be required to attend and review productions. During the course of the semester, students will complete two Analysis Paper on these productions, several Design and Analysis Assignments over the semester’s play, several quizzes and short essays over assigned material, and one Oral Report. **This course satisfies the University of Texas at Arlington core curriculum requirement in Creative Arts.**

**LEARNING OUTCOMES:** After successfully completing this course, students will:

1. Understand the uses of art for a socially- and culturally-engaged individual;
2. Be able to recognize, analyze, and use the tools of theatre artists;
3. Improve competency in written, oral, and visual communication;
4. Work effectively in a collaborative environment

**THECB CORE CURRICULUM OBJECTIVES**

1. ***Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information;***
2. ***Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication;***
3. ***Teamwork skills: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal;***
4. ***Social Responsibility skills: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities.***

**SIGNATURE ASSIGNMENTS**

The following assignments (among others) will be used to assess the student’s level of achievement of the THECB Core Curriculum Objectives:

1. Each student will attend a play in his or her community, chosen from a list of options provided by the course instructor, and write a formal essay analyzing the production’s use of the tools of theatre artists to communicate important ideas in the play relevant to the community. **(Critical Thinking Skills, Communication Skills, and Social Responsibility)**
2. Each student will be part of a group presenting information on a theatre topic of historical, intercultural, or social relevance, chosen from a list provided by the instructor of the course. **(Critical Thinking Skills, Communication Skills, Social Responsibility, and Teamwork)**
3. Each student will be part of a group creating and presenting a theatrical performance inspired by the playscript being studied in class and utilizing the tools of theatre artists presented in class material. **(Critical Thinking, Communication Skills, Social Responsibility, Teamwork)**

**REQUIRED TEXT AND MATERIALS**

* Text*: Theatre as Human Action: An Introduction to Theatre Arts* by Thomas S. Hischak – bring your text to class each class meeting, please
* Materials: A pen or pencil to take notes and something to write on; you may use an electronic device unless it interrupts class and/or until is being used for something other than taking notes #you get the idea
* This syllabus/calendar is required; please bring it to class with you each class meeting

**REQUIRED ATTENDANCE AT UTA’s PRODUCTION OF – *TROUPERS: A MUSICAL VAUDEVILLE***

Each student is required to attend UTA’s Mainstage production of *TROUPERS: A MUSICAL VAUDEVILLE*  Tickets go on sale approximately two (2) weeks prior to the performance day. Keep your ticket stub as proof of payment. Programs are not accepted as proof.Purchase tickets at the Fine Arts Office, Room 144, Fine Arts Bldg. N. The office is located about 100 feet away from Einstein’s Bagels in the same hallway. Information can also be found in the box below and online at <https://www.uta.edu/theatre/season2014_uta_theatre.html>.

***UTA Mainstage Productions***

***Troupers: A Musical Vaudeville***

**by Anne Healy**

***October 12, 13, 14, 15, 2016 @ 8:00pm***

***October 16, 2016 @ 2:30pm***

***Mainstage Theater, UTA, Fine Arts Bldg.***

**And**

***The Miser***

***A Comedy by Moliere, translation by David Chambers***

***November 16, 17, 18, 19, 2016 @ 8:00pm***

***November 20, 2016@ 2:30pm***

***Mainstage Theatre, UTA, Fine Arts Bldg.***

**MAJOR ASSIGNMENTS**

**Syllabus Signature Page 5 points**

**Class Participation (*5pts ea day – must be in class to receive*) 215 points (43 days)**

**(*if tardy only 2.5 pts possible)***

**Activity points (5 @ 10 pts ea. see below – must be in class to receive) 50 points**

**Chapter quizzes (5 @ 10 points each) 50 points**

**Teams Theatre Terminology Test 50 points**

**Reaction/Critique Paper #1 30 points**

**Midterm 25 points**

**Reaction/Critique Paper #2 40 points**

**You’re the Designer Project 100 points**

**60-Second Play Festival 45 points**

**Final Exam 100 points**

**710 POINTS TOTAL**

\*\*A note about activity points: some of these activity points are listed on the schedule. The schedule can be found at the end of this syllabus. The other points are earned throughout the semester for various activities; they will appear in the Blackboard grade log as activity points. If you’re in class you receive them. If you’re not, you don’t. I will take attendance in a traditional manner, by passing around a roll sheet (see Attendance policy). I will address attendance by calculating activity points, some of which are listed on the schedule. The others occur without warning in class. The only way you can receive activity points is by participating in the activity in class --- engaging in a discussion, playing a game, etc. These points are not eligible to be made up.

This class is designed to be an enjoyable introduction to theatre; if you come to class, do the reading, take quality notes, engage in discussion either by listening or speaking, and engage in the class assignments, I believe your potential for enjoyment of the class will increase and the course will not be difficult.

**GRADING**

Students are expected to keep track of their grades throughout the semester and seek guidance from available sources (including the instructor) if necessary. Please see me if you do not understand how to access your grades on Blackboard. You will be evaluated on the progress you make as an individual, not in comparison to the progress of your classmates. Should you have any concerns, I am available Tuesday and Thursday in my office by appointment. Please don’t hesitate to talk with me. The grade scale for this course is listed below.

**710 - 639 points = A**

**638 - 568 points = B**

**567 - 497 points = C**

**496 - 426 points = D**

**425 & below points = F**

**GRADE GRIEVANCES**

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate/graduate catalog.

**POLICY: LATE WORK IS NOT ACCEPTED**

…at all. Not at all. Not even a little bit late.If an assignment is due in class, it is due by you, the student --- not by a classmate --- within ten (10) minutes of the class’s beginning time. That means it is due by 9:10 am on the computer clock in class. If you choose to ignore the policy and attempt to email me something, I am letting you know I will not open attachments and I will not read the email. I needto seethe hardcopy of your assignment. Always. If you are late for a class project, quiz, or assignment for which I’ve allotted a specific amount of time, I will not re-start the time from when you enter class if you choose to be late. Your time stops when the last person who was on time for class finishes the quiz or assignment.

**LEGITIMATE PREDICAMENTS**

I feel there are few legitimate causes for missing an exam, assignment, or project. For this reason I maintain a trust-and-verify policy. “Trust and verify” means if you are absent for an exam/project and attempt to contact me to explain, I will believe your reason and ---because I trust you are telling the truth ---will ask for verification. Research shows that holding someone accountable is a sign of respect. So, I will ask for verification because I respect you and I trust you will be able to provide documentation. If you cannot, you will not be allowed to make up the exam, project, or points.

**“I HAD A LEGITIMATE QUANDARY. NOW WHAT?”**

A legitimate quandary will be unexpected and unavoidable. It will be a reason, not an excuse. In an emergency on exam or project day, please follow the following policy. (1) Call or text someone in class to let them know the situation, and ask that person to tell me. (2) Email me to let me know you know you were supposed to be in class. If you were unconscious and could not contact me, that will be apparent from the documentation and we will work around that. (2) Get ready to provide formal documentation from the entity or person who can vouch for you. (3) Bring me the documentation IN PERSON by the next class period or to my office hours, for which you must make an appointment. If your documentation is intact, I will allow you to make-up the work. Examples of acceptable documents are **those from a hospital, the VA, a doctor, homeopath, midwife, shaman, UTA athletic coach, or police station.** A family member does not suffice. If you missed an exam on a Monday, you must make up the exam by Wednesday of the same week. If you missed an exam on Wednesday you must make it up by Friday of the same week. No documentation or insufficient documentation = no makeup. Do you have any questions about this policy?

**“I AM THE SOLE CARETAKER OF SOMEONE. I CAN’T ALWAYS PREDICT CONFLICTS.”**

If you are the sole caretaker of someone and anticipate conflicts, please come see me in my office so we can discuss the situation before it occurs. I do am not asking you to give me private information; I am asking you to work as a team with me so we can meet your academic goals.

**“I WORK IN ORDER TO PAY FOR SCHOOL. WHAT IF I HAVE TO WORK?”**

I respect the fact that many of you work and pay for your own education, and I understand if you do not work you cannot afford to attend school. For that reason (and others), **I follow the schedule you see at the end of the syllabus**. Because your work schedule is often flexible when you provide the scheduler with enough warning, I strongly encourage you to provide your work scheduler now with the dates you need off --- especially for midterms, exams, and assignments. Recall I do not accept late work. Because you have the schedule, “I have to work” is not an acceptable reason to be absent and you absolutely will not be allowed to make up a test if you neglect to organize your schedule. Again, the schedule is clear and I follow it. It is located at the end of this syllabus. You might consider giving a copy of the schedule to your superior so s/he can have your schedule ahead of time. As an example, you are required to attend *The Theory of Relativity & The Man Who Came to Dinner*. You might consider asking off work now for one of the dates each show is performing. You cannot pass this class without attending those shows.

**OTHER POLICIES AND PRACTICES:**

1. Blackboard and Email: Check your MyMav email and Blackboard at least once per day. If you do not yet know how to check it, please come talk to me or I will show you in class if enough do not understand. Blackboard is the primary method by which I will communicate with you. It is your responsibility to check for assignment updates, handouts, fun stuff, and class updates due to weather.
2. **ATTENDANCE POLICY:**

* **Attendance:** At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, **As the instructor of this section, I have ABSOLUTELY chosen to take attendance and all elements cited in this Required Attendance Policy are absolutely crucial to student success in this course.**

1. A student is allowed **THREE** absences without grade point deductions. **Every absence after the third absence will result in the deduction of one full letter grade from the final grade;** the **ONLY** standard exception to this policy is when a student can provide an **official** excuse from a doctor, midwife, UTA Athletic coach, or police station, with full contact information from the office, for the specific absence which is over and above the three allotted absences. (See your student health center for a medical excuse if you cannot visit your regular doctor). It is the student’s responsibility to find out what is due the next class meeting (check your syllabus), ask a fellow student, do not, I repeat do not ask the instructor – thank you!

* **THE INSTRUCTOR WILL DISTRIBUTE THE ATTENDANCE SIGN-IN SHEET PROMPTLY AT THE BEGINNING OF CLASS** **AND REMOVED AT 10 MINUTES PAST THE OFFICIAL CLASS START. THE TARDY SHEET WILL BE POSTED THE ENTIRE CLASS PERIOD.** Students who arrive to class tardy have the sole responsibility to sign the TARDY sheet. If a student does not sign the TARDY sheet they are counted ABSENT. Sign-in only for YOURSELF; the instructor WILL file a grievance with the university if any student signs in for another student.
* **IMPORTANT:** Never sign the attendance sheet for anyone but yourself; the instructor **will** file a grievance with the university if any student signs in for another student.
* Three (3) tardies **total**, of **any** length of time whatsoever, will equal one absence. Being tardy to a Major Assignment or Exam (or the syllabus equivalent of a Major Assignment or Exam) may result in a grade of zero unless the student provides an **official** excuse from a doctor, with full contact information for the doctor's office, which clearly indicates that a medical emergency restricted the student from prompt attendance to, the completion of, or the turning in of a Major Assignment or Exam at the specified due date/time. Being tardy is defined as 10 minutes after the official class start.

1. **Conference Attendance Policy:**Department of Theatre Arts majors are encouraged to participate in theatre conferences and graduate school auditions. However, Theatre Arts majors are required to submit an excused absence requestto the instructor no less than two (2) full weeks prior to the conference/audition in order for the instructor to consider granting an excused absence. Such notification must be in writing and support documentation will be required to verify the Theatre Arts major’s attendance, completion and/or successful (or professionally worthwhile) participation in said conference or audition. All students are expected to complete all coursework (as stipulated in the syllabus) and all course requirements (as stipulated by the syllabus) in a timely manner (the term “timely manner” will be defined/specified by the instructor at the time the Theatre Arts major submits their excused absence request to the instructor for initial consideration). At the discretion of the instructor, class participation grades may be affected; therefore, Theatre Arts majors are advised to fully consult with the instructor prior to engaging in such activities.
2. **Course Attendance and Production Assignments:**Students cast in acting roles or who have lead technical or design assignments in UTA productions are required to attend class on a regular basis. Failure to do so shall result in the student being reported to the student's Area Head for their degree plan and the Production Manager and may result in the student being replaced in their production assignment, and/or other major production positions for the current semester's productions at the discretion of the department chair. (Refer to the Theatre Arts Student Handbook for all updated policies.)
3. Students are solely responsible for maintaining/keeping up with their absences and tardies - if you join the class late/after the first day the class begins, it is your responsibility to give a **copy** of your proof of enrollment to the instructor with the date of enrollment, for the instructor to be aware of the date you actually joined the class. Otherwise all dates you missed or did not sign the Sign-In-Sheet or Tardy Sheet, **NO MATTER WHEN OR WHY THE STUDENT JOINED** the class will be considered absences.
4. Assignments/Homework: Again, absolutely no late work accepted. It is your responsibility to obtain any homework assignments from a classmate --- not from the instructor--- if you are absent. Please do not email me to ask if you missed anything in class. The answer will always be, “Yes.” If you were absent, ask a classmate first. If after reading over the assignment expectations you do not understand the assignment or need clarification, please come see me or email me and ask a specific question. I am more than happy to explain it another way to ensure your success and increase enjoyment of the class. In the past, students have found it helpful to exchange email addresses or phone numbers with a classmate in order to assist each other*.* Perhaps you want to do that now, if you feel comfortable offering your information. All major assignments are explained in the syllabus, the syllabus is permanently posted on Blackboard, and you should even have a hardcopy. Additionally, we will always discuss in detail the assignments well before they are due.
5. Extra credit: Extra credit is not offered in this course. Double check dates, days and times of all assignments, quizzes & finals - students are solely responsible for knowing these no matter what is on the syllabus!
6. Work Outside of Class: The text chosen for this class was selected for its affordability and its reader-friendliness. I believe you will find it enjoyable, so grab your coffee and snuggle up. It is estimated a three (3) credit hour class requires nine (9) hours of work outside of class per week; this course is no exception. You are expected to read the chapter or pages assigned before you come to class.If I feel the class as a whole is not keeping up with the reading I will begin giving extra quizzes over the reading which will count as activity points, so that means you won’t have warning. Our fun class activities aren’t nearly as fun if you don’t know why we are engaging in them.
7. Eating/drinking in class: Water is the only liquid allowed in any UTA theater. The container from which you drink must have a lid or top. You may not eat in a UTA theater. If you need to snack please have one before you step inside of the classroom. If class happens to meet somewhere other than a theater, we’ll discuss a snacking policy. Because we all like snacks.
8. Electronic device use: Cell phone use for making and receiving calls, watching videos and texts, is prohibited in class. If you must make or receive a call/text please do so before entering the classroom. **You may not text during class**. Electronic devices used for any other reason except class-related activities such as research or taking notes are not allowed. Choosing to ignore this policy results in the following process. (1) You will receive one direct “Are you on your phone because of an emergency?” question. (2) If the answer is no, you will be asked to stop the phone use. The second time the same student chooses to ignore the policy s/he will be reported to the Office of Student Conduct. Thank you for your compliance with the policy.
9. Green policy: I strive for environmental responsibility, so students are welcome to turn in assignments on recycled, previously used, or colored paper, provided the assignment is still legible. The goal of this policy is reduce the amount of paper present in the environment. Remember, this policy only applies to this class; your other instructors have their own expectations. Additionally, I recycle in my class. When departing class and cleaning up, please use the recycle bins located on campus. If you are unsure which materials are recyclable, please ask me. Your participation is appreciated!
10. Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).
11. Disability Accommodations: UTArlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the **Office for Students with Disabilities (OSD).** Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. **Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

1. TITLE IX POLICY:The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated.*For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or <jmhood@uta.edu>.
2. ACADEMIC INTEGRITY**:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

1. Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly.Email and Blackboard are the methods by which I will communicate with you. I strongly encourage you to check your email twice per day, once in the morning and once at night. I often post reminders the day before and the day after class.There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.
2. Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>
3. Student Feedback Survey: At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.
4. Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.
5. Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located [please find your nearest exit from wherever you are seated]. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.
6. Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/index.php), [major-based learning centers](http://www.uta.edu/universitycollege/resources/college-based-clinics-labs.php), developmental education, [advising and mentoring](http://www.uta.edu/universitycollege/resources/advising.php), personal counseling, and [federally funded programs](http://www.uta.edu/universitycollege/current/academic-support/mcnair/index.php). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.
7. The Ideas Center **(**2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email [IDEAS@uta.edu](mailto:IDEAS@uta.edu) or call (817) 272-6593.
8. Writing Center: **The English Writing Center (411LIBR)**: Hours are 9 am to 8 pm Mondays-Thursdays, 9 am to 3 pm Fridays and Noon to 5 pm Saturdays and Sundays. Walk In ***Quick Hits*** sessions during all open hours Mon-Thurs. Register and make appointments online at [http://uta.mywconline.com](http://uta.mywconline.com/). Classroom Visits, Workshops, and advanced services for graduate students and faculty are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information.
9. Behavior Intervention Team: As a faculty member at UTA, I am considered a “responsible employee”. That designation means I am obligated to look out for students’ well being. If I feel a student is displaying unusually hostile or potentially dangerous behavior on a regular basis, I will contact the BIT and they will address the situation. This procedure does not take the place of my calling 911 or campus police if danger is imminent, and you are always encouraged to do the same. For more information please visit <http://www.uta.edu/bit/>. You might consider putting the campus police contact number in your phone since campus police are more familiar with the UTA campus than are the 911 responders. That number is 817-272-3003.
10. A gentle request: Please refrain from “side chatter” when the instructor is speaking or listening, when classmates are presenting, engaging in discussion, or any other activities which require being able to hear others’ communication. In addition, please be prepared to speak with more volume than you do for conversation. Thanks in advance.
11. Other Helpful Resources:

Library Home Page <http://www.uta.edu/library>

Subject Guides <http://libguides.uta.edu>

Subject Librarians <http://www.uta.edu/library/help/subject-librarians.php>

Course Reserves <http://pulse.uta.edu/vwebv/enterCourseReserve.do>

Library Tutorials <http://www.uta.edu/library/help/tutorials.php>

Connecting from Off- Campus <http://libguides.uta.edu/offcampus>

Ask A Librarian [http://ask.uta.edu](http://ask.uta.edu/)

**Emergency Phone Numbers**: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

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**SIGNATURE ASSIGNMENTS**

The following assignments (among others) will be used to assess the student’s level of achievement of the THECB Core Curriculum Objectives:

1. Each student will attend a play in his or her community, chosen from a list of options provided by the course instructor, and write a formal essay analyzing the production’s use of the tools of theatre artists to communicate important ideas in the play relevant to the community. **(Critical Thinking Skills, Communication Skills, and Social Responsibility)**
2. Each student will be part of a group presenting information on a theatre topic of historical, intercultural, or social relevance, chosen from a list provided by the instructor of the course. **(Critical Thinking Skills, Communication Skills, Social Responsibility, and Teamwork)**
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**EXPLANATION OF MAJOR ASSIGNMENTS/EXAMS**

Assignments are listed in the order they are due on the calendar

**WHAT: Chapter quizzes (5)**

**WHEN: listed on your calendar**

**POINTS: 10 points each**

1. Bring something to write with and on
2. Quizzes will cover the reading, discussions and/or Powerpoints
3. They are not open note quizzes. If you studied the chapter and your notes from lectures you will be fine.

**WHAT: Activity Points (5) – cannot be made up!**

**WHEN: listed on your calendar**

**POINTS: 10 points each**

1. Bring something to write with and on
2. Your imagination
3. Your willingness to try something new/different ☺

**WHAT: Syllabus Quiz & Signature Page**

**WHEN: Friday Sept. 2, 2016**

**POINTS: 5**

1. Bring your syllabus to class in printed form – BE SURE TO BRING THE SIGNATURE PAGE, it will not be accepted past this date.
2. HINT: Review your syllabus so you know where to find all the information
3. Questions? Ask me!

**WHAT: Teams Theatre Terminology Test**

**WHEN: Wednesday Oct. 5, 2016**

**POINTS: 50 points per team member (if you are not in class to participate certainly you cannot earn any points – no way to make this class up)**

1. I will divide you into teams of 2 or 4, depending upon class size
2. The game/quiz is designed to assess your *understanding and application* of the theatre terminology we have been working with up to this point.
3. The style of the quiz is like a game show (surprise!) In teams you will be given/shown terms, and as a team you will give the definition of the term. Super simple and fun, but it does take the WHOLE team!
4. Points are earned individually and only if the team member actually fully participated in the game (it will be obvious)
5. I’m going to show you the terms beforehand so you know what to study.
6. You may not use your book glossaries or notes during the game. You may use each other’s knowledge.

**WHAT: Mid-term Test covering Chapters 1 through 5 in the text book along with…..**

**WHEN: Monday Oct. 17, 2016**

**POINTS: 25 possible**

1. The quiz will cover lectures, discussion and material from the text, any handouts, and peer-delivered information.
2. Remember, make-up tests are not allowed. Please be on time.
3. Expect a multiple choice, 25-point, 25-question quiz.
4. My multiple-choice exams include choices like “none of the above” and “A and B only”.
5. I will have reviewed you for the quiz; I will tell you what concepts to review. If I don’t review you on it, it’s not on the test. If I do, it is fair game.
6. You need a pencil.
7. Any questions for me?

**WHAT: Reaction/Critique Essay #1 – Troupers: A Musical Vaudeville**

**DUE: Wednesday Oct. 19, 2016** at the beginning of class – all pages must be stapled together, no stapler is provided!

**POINTS: 30 possible**

Each student will write an essay on the musical *Troupers: A Musical Vaudeville*, produced here at UTA. You will analyze the production’s use of the tools of the medium to communicate the ideas in and worldview of the piece to its community. The goal of this paper is to convince your reader (me) why I should or should not consider spending my money to go see the show you saw. The objective is to give specific reasons on the aesthetic quality of the play and whether it “works” for you. Do not limit yourself to *reacting* to the play (“I loved it!” or “I hated it!”) and do not use terms like “incredible,” “wonderful,” “awful,” without providing specific reasons for using those adjectives. This is a critique, which doesn’t necessarily mean a negative review. I need to know specifically what you did or did not enjoy. All I’m asking for is your opinion with a reason to support your opinion. There are no right or wrong answers as long as you support your claims with specifics. (Critical Thinking Skills, Communication Skills, and Social Responsibility)

1. By the time you write your paper you will have attended UTA’s production of *Troupers: A Musical Vaudeville* on Oct. 12, 13, 14, 15, or 16, 2016. If you do not see the show you cannot pass this course. Please see your syllabus for more information about Academic Integrity and/or Dishonesty - (plagiarism is prohibited nor tolerated. Anyone engaging in this will be sent to the Office of Student Conduct and receive an automatic F (= failing grade) for this course.)
2. **I need your name, student ID number, my name, and your class/section number, date on an attached cover sheet for your paper. On all other pages of your paper please be sure to have ONLY your student ID number.**
3. **YOU MUST STAPLE YOUR TICKET STUB TO THE PAPER ITSELF**. If you hand in your paper on time but forget to attach your receipt, the highest number of points you can earn is 15, a grade of F.
4. **If you are part of the practicum team for this show, come talk to me at the end of class. Practicum students are not excused from this assignment.**
5. After you have viewed the play, you will write a one-and-a-half to two-page reaction paper.
6. Your paper must be typed, double-spaced, Times New Roman font, 12-point, with 1-inch margins on all sides. I will expect your paper to actually be a full one-and-a-half to two pages, no less**. (\*note 5 lines at the top of a second sheet is not considered half a page and is not acceptable. No less than 2 full paragraphs will be considered half a page)**
7. Somewhere in the writing you must include the name of the play you saw, the name of the theater company (do you know what UTA’s company is called?) that presented it, and a one-to-two sentence synopsis of the play.
8. You do not need to hide plot information so as not to spoil the surprise of the viewer but you do need to be consistently analytical and critical.
9. See sample critique below.
10. You are welcome to print on colored or re-purposed paper. You are welcome to print front-and-back. If multiple pages they must be stapled ***(\*I will not, I repeat, I will not accept unstapled pages and I don’t provide a stapler*!)**
11. Your opinions are anonymous, so nobody will see your opinions except for me.
12. I strongly urge you to take notes while you’re at the show. You are welcome to use the guidelines in your text on pp. \_220\_ to assist you. Out of respect for the rest of the audience and cast/crew, please use traditional paper and pencil rather than an electronic form of note taking as it disrupts the experience for others.
13. The rubric can be found at the end of this document.
14. Questions? Ask please! I’m here to help.

**Below is the template I would like you to use. I am asking for all of this information to be included in your essay, yet you don’t need to address it all equally.**

1. Introductory paragraph: name of the play and a **short** synopsis including major characters’ names.
2. Body of the paper:
   1. The playbill or show poster: what was your eye drawn to? What did you notice first? What did you expect the play to be about based on the playbill or poster?
   2. What mood did the set evoke?
   3. Story Synopsis – see above for guidelines/length
   4. What is a major theme in the play?
   5. Character: How strong is the acting? Is there clear character motivation? Did you believe the actors were who they said they were?
   6. Structure and Plot: Is it predictable or unpredictable? Is the structure clear? Were the characters introduced appropriately? Was each scene a justifiable part of the arc and did it help move the story forward? Writing: Is the dialogue strong? Is the dialogue believable?
   7. Visual Presentation: Do the design components support and assist the storytelling or do they get in the way? (Costumes, Props, Lighting, Sound)
3. Closing Paragraph: Rate the play according to the “Star System” and sum up for me, the reader, whether I should waste my time on this play or not.

* 4 stars = Outstanding Play with ambitions to be more than an entertainment. Strong script. Well-made with elements of poetry (beauty) and a strong emotional impact on the viewer. A must-see play for everyone!
* 3 stars = A Good Play that does not have quite the same aesthetic and emotional impact as the previous category. Interesting. Maybe intended primarily for entertainment, but with strong characters and some meaningful themes.
* 2 stars = An Acceptable occasion for spending money. Ordinary, falling within expected genre boundaries, perhaps depending mainly on song and dance for its audience impact. Probably well made, but has deficiencies in characterization, script, etc. that are obvious to the discerning viewer.
* 1 Star = Poor Example of a play. How could someone spend any money and time to produce THAT? Plot line is predictable; characters are superficial; dialogue causes sniggering in the audience; actors might be miscast. You would probably walk out.
* No Stars = Beneath contempt.

**WHAT: “You’re the Designer” Project (created by Laurel Whitsett)**

**WHEN: Wednesday Nov. 9 & Friday Nov. 11, 2016**

**POINTS: 100 possible**

1. The goal: to experience designing one aspect of a show. You will all use the very short play *The Umbrella Cemetery* posted on Blackboard. You will present your design to the producer (Detra) and your classmates with the goal of representing the director’s concept, having fun, and creating a piece of theater from text.
2. The templates you need are all posted on Blackboard. You will work on this in class and outside of class. It is not a competition but awards for various elements might/may be given.
3. The concept/vision will have been pre-decided for you. Each designer must be able to defend his/her creative choices; designers must be able to explain why he or she chose a particular material, color, sound, etc.
4. Along with the work itself you will be turning in short, written explanation of your choices and, if asked in the presentation, you need to be able to explain why you chose what you chose. You do not need to memorize anything because you are welcome to use notes. (\*suggestion, write things down on a cue card)
5. The grade you earn will be based upon clarity of choice, ability to speak thoughtfully about theater, and depth of consideration evident applied through creative choice. The project is times, each team has 10 minutes to present.

**WHAT: Reaction/Critique Essay #2**

**DUE WHEN: Monday Nov. 21, 2016** at the beginning of class all pages must be stapled together, no stapler is provided!

**POINTS: 40 possible**

(Critical Thinking Skills, Communication Skills, and Social Responsibility - The critique will be anonymously read by a Core Curriculum Committee to assess your level of achievement)

You will view via YouTube Henry David Hwang’s play –  ***Yellow Face*** –

Part 1of 2 <https://www.youtube.com/watch?v=Krlv9cyn9Hc>

Part 2 of 2 <https://www.youtube.com/watch?v=at8wAKlZEeg>

TO TURN IN:

1. **Cover sheet** - Per University guidelines, you must turn in your paper in the following manner:
   1. Student’s Name
   2. Professor’s Name
   3. Course Number, Section Number
   4. Day/month/year
2. **Essay** - Your paper should be at least 2 pages in length, double-spaced, Times New Roman, 12-point font, with 1-inch margins on all sides. In terms of the structure of the essay, you must include each of the following:

Please use the links above to re-watch *Yellow Face* as many times as needed to write a minimum-two-page essay applying the principles of critical thinking to the play/movie. Please be thoughtful and thorough in your answers. Your essay should include:

* 1. What is the cultural problem David Henry Hwang tries to address by creating Marcus? Can you think of other, similar cultural problems involving other groups? (knowledge) Why are the images of various groups of people in movies and plays and on television important? (communication and curiosity) Do you think addressing such issues in art (and in other ways) is valuable? Why or why not? (Empathy and Openness)
  2. **An explanation of the issues**. What is the social problem David Henry Hwang is hoping to address with this play? Is this an on-going problem? When did it start? Is it a narrow problem or an all-encompassing one? What are the complexities involved in trying to address it?
  3. **Evidence.** What evidence does David Henry Hwang provide in the play that this is a legitimate social problem? From what areas of society do they come? Do you find this evidence persuasive? Why or why not?
  4. **An analysis of the Artist’s Point of View.** Given your analysis of the previous two categories, what do you understand about the worldview expressed by this play?
  5. **Personal Response to this POV.** Can you relate to this point of view—or at least understand it? Why or why not? What is your own worldview regarding these issues?
  6. **Conclusions and Implications.** Given all of your above answers, what conclusions can you draw about the issues raised by David Henry Hwang in *Yellow Face*? Can you suggest any concrete changes in behavior or attitude (large or small) that might be undertaken in response to seeing this play that you think might be valid?

1. After you have viewed the play, you will write a reaction paper following the format above. The content of this paper is also written above. Please **follow the instructions above and include all the information listed in your paper**.
2. **DO NOT INCLUDE** - **Your Name** on any page of the essay **EXCEPT** the Cover Sheet. This is so that the papers can be read and assessed anonymously by the University Core Committee. MLA format requires that you put your name and page number on every page of your paper. Please use your **Student ID Number** in place of your name.
3. The rubric can be found at the end of this document.
4. Any questions for me? For example, shall we look up what’s running on stage that you could go see? ☺

**WHAT: 30-Second Play Festival**

**WHEN: Monday Dec. 5, 2016**

**POINTS: 45 possible**

Each student will be part of a group creating and presenting a theatrical performance inspired by the script being studied in class and utilizing the tools of theatre artists presented in class material. (Critical Thinking, Communication Skills, Social Responsibility, Teamwork)

1. The project addresses collaboration and teamwork in theater making by allowing students to experience writing, rehearsing, and performing a piece of theater.
2. The rubric will be posted on Blackboard.
3. Each student will write three lines of dialogue on a piece of paper.
4. The instructor will choose the lines at random and those will be our script.
5. Each student will then be assigned traditional theater roles (actor, director, tech. designer, etc.).
6. We will rehearse and block the way we have learned in class.
7. We will time the shows so they all run under thirty seconds. Detra has the final say on script edits along with the playwrights.
8. We will tech and run the show.
9. We will perform for anyone you would like to invite on Monday, Dec. 5, 2016 in class.
10. By the time this project is done you will have, as a team, written, directed, and produced your own piece of theater!

**WHAT: Final Exam**

**WHEN: Wednesday Dec. 14, 2016 from 8:00 am-10: 30 am. 8:00 am? What?!**

**POINTS: 100 possible**

1. The exam will cover the semester’s discussions, material from class, handouts, and peer-delivered information. You must take the final exam regardless of your grade going into the final.
2. The university establishes the final exam schedule; the instructor is not free to change the time or date. We are allowed to alter the start-time, however. Shall we?
3. Remember, no make-up tests allowed, and if you are late your exam time ends when the last person who was on time is finished.
4. You need a pencil or pen
5. Expect a multiple choice, 100-point test. The number of questions will be decided at a later date.
6. Recall my multiple-choice exams include choices like “None of the above” and “A and B only”.
7. I will have reviewed you for the exam; I will tell you what concepts to review. If I don’t review you on it, it’s not on the test. If I do, it is fair game. Any questions for me?

**COURSE SCHEDULE/CALENDAR – Introduction to Theatre 1343-001, Fall 2016\***

**\*As the instructor for the course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. – Detra Payne**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| DAY | DATE | What’re we doin’  IN CLASS? | What’s due  IN CLASS? | Remarks and Homework |
| Friday | 8/26 | WELCOME!  Who’s who  Syllabus and calendar  Please check my math in this calendar against the math in the syllabus – should total 710 points |  | Fun Fact: The reading and theatre terms for class are always due on a Friday. I will tell you which terms to know for the next class. Please use your book for definitions, pp.227-238 or use the chapter itself.  Fun Fact II: Quizzes happen throughout so pay close attention to your syllabus ☺  Homework **(always needed for the next class meeting)**: bring this syllabus/calendar printed to class |
| Mon. | 8/29 | Discussion: Functions of Theatre/What is Theatre  Discuss expectations for the reading and terms  Ch. 1 Theatre Terms | Syllabus Signature page  You, showin’ up with your brain, book, creativity, something to write with, and something to write on (required for every class) | Homework - read the Introduction and Chapter 1 of your text. So, if you haven’t procured your book yet, please do. It is required material for this course. Having trouble? See me, please.  Define Theatre Terms (I will always give terms) |
| Wed. | 8/31 | Discussion: Functions of Theatre/What is Theatre |  |  |
| Friday | 9/2 | Review Chapter 1 - The Theatre | Ch. 1 Reading completed  **Syllabus Signature page due**  **Theatre Terms given** |  |
| **Mon.** | **9/5** | ***LABOR DAY NO CLASS*** |  |  |
| Wed. | 9/7 | ***Activity #1: “About Me”*** | Text Book |  |
| Friday | 9/9 | ***Activity 2: “Scavenger Hunt”*** | Text Book |  |
| Mon. | 9/12 | Discussion: The Play  Ch. 2 Theatre Terms | Text Book | Homework: Read Chapter 2  Define Theatre Terms |
| Wed. | 9/14 | Discussion: The Play | Text Book |  |
| Friday | 9/16 | Review Chapter 2 - The Play | Ch. 2 Reading completed  Text Book |  |
| Mon. | 9/19 | Discussion: the Playwright  Ch. 3 Theatre Terms | Text Book | Homework: Read Chapter 3  Define Theatre Terms |
| Wed. | 9/21 | Discussion: The Playwright | Text Book |  |
| Friday | 9/23 | Review Chapter 3 – The Playwright | Ch. 3 Reading completed  Text Book | Homework: Study for Quiz – The Playwright |
| Mon. | 9/26 | **\*Quiz #1 Chapter 3 – The Playwright**  Discussion: The Actor  Ch. 4 Theatre Terms | Pencil & Paper  Text Book | Homework: Read Chapter 4  Define Theatre Terms |
| Wed. | 9/28 | Discussion: The Actor | Text Book |  |
| Friday | 9/30 | Review Chapter 4 – The Actor | Ch. 4 Reading completed  Text Book | Homework: Study for Quiz – The Actor & review all Theatre Terms to date, prepare for Terminology test 10/5 |
| Mon. | 10/3 | **\*Quiz #2 Chapter 4 – The Actor**  Review Theatre Terms | Pencil & Paper  Text Book | Homework: review all Theatre Terms to date, prepare for Terminology test 10/5 |
| Wed. | 10/5 | **\*Teams Terminology Test – all terms to this point** | Pencil/Paper/Terms/Energy  Text Book | Homework: Print templates & Play for “You’re The Designer” project bring to class 10/7 |
| Friday | 10/7 | Discuss “You’re The Designer” Project  ***Activity #3****:* ***“Fairy Tale Tableau”*** | Bring printed copy of “You’re The Designer” Templates and play  Text Book |  |
| Mon. | 10/10 | Discussion: The Director  Theatre Terms | Text Book | Homework: Read Chapter 5  Define Theatre Terms |
| Wed. | 10/12 | Discussion: The Director | Text Book |  |
| Friday | 10/14 | Review Ch. 5 – The Director &  Review Mid-term info | Text Book | Homework: review for Mid-term (including Ch. 5) |
| Mon. | 10/17 | **Mid-term Test covering Chapters 1 through 5 in the text book along with….** | pencil (no pens), your brain. (notes not allowed, books not allowed) | Homework; Write Reaction/Critique Essay on Troupers: A Musical Vaudeville  **Remember late work is not accepted!** |
| Wed. | 10/19 | ***Activity #4: “Painting With Words”*** | **Reaction/Critique Essay #1 – *Troupers: A Musical Vaudeville***  Pencil & Paper |  |
| Friday | 10/21 | ***Activity #5:******“Shared Experience/Open Ended Question”*** |  |  |
| Mon. | 10/24 | Discussion: The Designer  Theatre Terms | Text Book | Homework: Read Chapter 6  Define Theatre Terms |
| Wed. | 10/26 | Discussion: The Designer | Text Book |  |
| Friday | 10/28 | Review Ch. 6 | Text Book | Homework: Study for Quiz – The Designer |
| Mon. | 10/31 | **\*Quiz #3 Chapter 6 – The Designer**  Discussion: Theatre Space  Theatre Terms | Pencil & Paper  Text Book | Homework: Define Theatre Terms |
| Wed. | 11/2 | Discussion: Theatre Space | Text Book |  |
| Friday | 11/4 | Work on “You’re The Designer” Project | Text Book  All of your items for YTD | Homework: Study for Quiz – Theatre Space |
| Mon. | 11/7 | **\*Quiz #4 on Theatre Space** | Pencil & Paper  All of your items for YTD |  |
| Wed. | 11/9 | **“You’re the Designer” presentations** | Your Final YTD design portfolio! | **Remember late work is not accepted!** |
| Friday | 11/11 | **“You’re The Designer” presentations** | Your Final YTD design portfolio! | **Remember late work is not accepted!** |
| Mon. | 11/14 | Discussion: Analyzing A Production  Final Theatre Terms | Text Book | Homework: Read Chapter 7 & define theatre terms |
| Wed. | 11/16 | Discussion: Analyzing A Production | Text Book |  |
| Friday | 11/18 | Review Chapter 7 | Text Book | Homework: Study for Quiz – Analyzing A Production  Write Reaction/Critique Essay #2  **Remember late work is not accepted!** |
| Mon. | 11/21 | **\*Quiz #5 Chapter 7 – Analyzing A Production**  Introduce 30-Sec. PlayFest. | Pencil & Paper  **Reaction/Critique Essay #2** | Remember late work is not accepted! |
| Wed. | 11/23 | Write & Cast 30-Sec. Play Fest. | Pencil/Paper/Imagination | Homework: Complete Script – final script due 11/30 |
| **Thurs** | **11/24** | **NO CLASS THANKSGIVNG BREAK** |  |  |
| Friday | 11/25 | **NO CLASS THANKSGIVNG BREAK** |  |  |
| Mon. | 11/28 | Rehearse 30-Sec. Play Fest | Hard copy of Your Script |  |
| Wed. | 11/30 | Dress Rehearsal (costumes) 30-Sec. Play Fest. | All of your stuff (props, costumes, make-up, sound etc.) |  |
| Friday | 12/2 | Tech 30-Sec. Play Fest. (run all plays in order from beginning to last one w/lights & sound) | All of your stuff (props, costumes, make-up, sound, light ideas etc.) Plus your patience |  |
| Mon. | 12/5 | **30-Sec. Play Festival Performance day** | Everything you need for your performance. | Invite anyone you would like – you will have performed/participated in your own play, YAY!!! |
| Wed. | 12/7 | Review for Final  *\*Last day of class* | Everything you have learned this semester to help you review | The final exam is cumulative, which means it covers the entire semester’s material. |
| Wed. | 12/14 | Final Exam from  8:00 am to 10:30 am \***promptly begin at 8am.** | You and a pencil at 8:00 am in this room | UTA final exam schedule is listed online. Here is the link  http://wweb.uta.edu/aao/recordsandregistration/content/student\_services/final\_exam\_schedule.aspxine |

**RUBRIC for Reaction/Critique Essays #1**

**Total of 30 points possible**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria:** | **Unacceptable: 0-3** | **Proficient: 4-7** | **Advanced: 8-10** |
| **Meaning & Development: ideas, examples, reasons & evidence, point of view: 10 pts** | No viable point of view; weak critical thinking, providing inappropriate or insufficient examples, reasons, or evidence of support | Develops point of view & demonstrates competent critical thinking; enough supporting detail to accomplish the purpose of | Ideas are fresh, mature & supported; insightfully develops a point of view & demonstrates outstanding critical thinking. |
|  | **Unacceptable: 0-1** | **Proficient: 2-3** | **Advanced: 4-5** |
| **Content: 5 pts** | Most or all of the required content elements are missing or incomplete. | Most of the required content elements are present and somewhat completely addressed. | All elements of content are included and thoroughly addressed. |
| **Organization:**  **focus, coherence, progression of ideas: 5pts** | Disorganized & unfocused; serious problems with coherence and progression of ideas | Generally organized & focused, demonstrating coherence & progression of ideas | Thesis presented or implied with noticeable coherence; provides specific & accurate support from play. |
| **Language:**  **word choice and sentence variety: 5pts** | Displays frequent & fundamental errors in vocabulary; sentences may be simplistic and disjointed. | Competent use of language and sometimes varies sentence structure; generally focused. | Choice of language & sentence structure; precise is precise and purposeful, demonstrating a command of language and variety of sentence structures. |
| **Grammar, punctuation, spelling, paragraphing, format: 5pts** | Errors interfere with writer’s ability to consistently communicate purpose; persuasive mechanical errors obscure meaning; inappropriate format. | Occasional errors do not interfere with writer’s ability to communicate purpose; generally appropriate format. | Control of conventions contribute to the writer’s ability to communicate purpose; free of most mechanical errors; appropriate format. |

**Total Points:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**RUBRIC for Reaction/Critique Essays #2**

**Total of 40 points possible**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Unacceptable: 0-3** | **Proficient: 4-7** | **Advanced: 8-10** |
| **Meaning & Development: ideas, examples, reasons & evidence, point of view: 10 pts** | No viable point of view; weak critical thinking, providing inappropriate or insufficient examples, reasons, or evidence of support | Develops point of view & demonstrates competent critical thinking; enough supporting detail to accomplish the purpose of | Ideas are fresh, mature & supported; insightfully develops a point of view & demonstrates outstanding critical thinking. |
| **Content: 10 pts** | Most or all of the required content elements are missing or incomplete. | Most of the required content elements are present and somewhat completely addressed. | All elements of content are included and thoroughly addressed. |
| **Organization:**  **focus, coherence, progression of ideas: 10 pts** | Disorganized & unfocused; serious problems with coherence and progression of ideas | Generally organized & focused, demonstrating coherence & progression of ideas | Thesis presented or implied with noticeable coherence; provides specific & accurate support from play. |
|  | **Unacceptable: 0-1** | **Proficient: 2-3** | **Advanced: 4-5** |
| **Language:**  **word choice and sentence variety:**  **5 pts** | Displays frequent & fundamental errors in vocabulary; sentences may be simplistic and disjointed. | Competent use of language and sometimes varies sentence structure; generally focused. | Choice of language & sentence structure; precise is precise and purposeful, demonstrating a command of language and variety of sentence structures. |
| **Grammar, punctuation, spelling, paragraphing, format: 5 pts** | Errors interfere with writer’s ability to consistently communicate purpose; persuasive mechanical errors obscure meaning; inappropriate format. | Occasional errors do not interfere with writer’s ability to communicate purpose; generally appropriate format. | Control of conventions contribute to the writer’s ability to communicate purpose; free of most mechanical errors; appropriate format. |

**Total Points:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**CLASS CONDUCT**

**DO:**

* Do come to class on time
* Do sit in the seat you have been assigned
* Do be respectful in class to other students and instructor during lectures
* Do be respectful to your Teacher Assistants
* Do bring the correct lecture outline to class
* Do the assigned reading for the quizzes
* Do study for the quizzes
* Do attend the play performances you are required to attend
* Do turn in your stamped ticket stub and program stapled together after each performance
* Do ask questions in class and after, if something is not clear
* Do email instructor if you have any questions throughout the semester
* Do turn in your excused notes for any absences the day you come back to class
* Do turn your cell phone or any electronic devices off before you walk in class

**DON’T:**

* Don’t be disruptive in class
* Don’t have your cell phone on during class
* Don’t text message during class
* Don’t leave class early unless you have been given permission by instructor prior to class starting.

**THEATRE CONDUCT**

**DO:**

* Buy your ticket before hand at the ticket office for the evening you would like to attend
* Prepare yourself for what type of theatre you will be seeing
* Arrive at least 30 minutes before the play begins
* Turn your cell phone off when entering the theatre
* Please be courteous to those seated around you
* Listen and be attentive to what is happening onstage

**DON’T:**

* Wait until the last minute to buy your ticket
* Arrive late to the theatre
* Leave your cell phone on
* Text message during the performance
* Get up and leave during the performance
* Talk and be disruptive during the performance

### **Theater / Class Etiquette continue:**

### Going to a play is a special experience, one that you will remember for a long time. A production team puts in many long hours and a lot of hard work to mount a play for an audience. If you keep in mind common courtesy for the performers as well as your fellow audience members, everyone's theatre experience will be optimized.

#### Please Arrive Promptly

Even better - arrive early. At most theatres, including the University of Texas, Arlington Theatre, late arrivals are not seated. Make an effort to arrive at the theatre 30 minutes before the show starts to get your ticket and use restrooms etc. Get to your seat before the performance begins. You do not want to be disturbed by a late arriver, so do not disturb others. **Unless noted otherwise, all UTA Theatre productions begin at 8pm, and matinee’s that begin at 2:30pm.**

#### Please Do Not Speak During the Performance

Laughing at jokes and applauding the actors is encouraged, but do not repeat the dialogue or explain the plot to your companion. You are not at home watching television. You did not pay to listen to your neighbors, so do not make them listen to you.

#### Please Bring Children To Age Appropriate Productions

It is unfair to your children to bring them to a show that bores them or that has language and/or content that disturbs them and their fidgeting is intrusive on those who paid to enjoy the production. Save your children's theatre going for a performance intended for children.

#### Please Leave Your Camera At Home

Copyright laws prohibit photographing [or recording] a performance, so your camera [or other recording device] could be illegal as well as bothersome to those around you. The clicking sound is irritating to your neighbors and the flash is dangerous to the actors and neither is part of the play.

#### Please Turn Off All Electronic Devices

Beepers, pagers, alarm watches, cell phones, CD players, portable radios and other noisy electronic devices have no place in the theatre. At the very least, turn them off and at best, leave them at home or in the car.

#### Please Do Not Eat or Drink In The Theatre

Unlike a movie, which keeps going no matter what noise you make, the actors on stage are distracted by what they hear in the auditorium. You will contribute to an enjoyable experience if you refrain from rattling wrappers and crunching ice. No food or drink is allowed in the theatre.

#### Please Do Not Put Things On The Stage

The stage is not a resting spot for your pocketbook or your playbill or your feet. These items are ugly for the audience to look at and dangerous for the actors.

#### Please Do Not Riffle Your Playbill/Program

Do not smack your playbill/program nervously against your leg, or roll and unroll it, or scrape your teeth with it. Open it in advance to the performance page so you can check for important information if you can read in the dark.

#### Please Keep Your Feet Off The Seats

Do not drape your legs over the seat in front of you and do not walk on another seat to get in or out of yours.

#### Please Remain In Your Seat Until The End

The end means the end of the curtain call. If you are ill and must leave before the show is over, leave as quietly as you can and at an appropriate interval. Please do your best to use the restrooms only during intermission. If you leave the theatre during a performance you may not be permitted back in until an appropriate time. It is extremely discourteous to the actors to head for the door before the performance is entirely ended.

**Signature Page**

**INTRODUCTION TO THEATRE |** THEA 1343 - 001 | Fall 2016

3 Credit Hours

MWF 9:00 AM – 9:50 AM | Room COBA 138 **|** Instructor: Detra Payne

* I\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ have read the syllabus for Intro to Theatre 1343-003. I understand and agree to all the policies and procedures outlined in the syllabus. I understand there may be amendments, adjustments or addendums to this syllabus, as per the instructor and I agree to follow any and all of them.

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Print Name

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Signature

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Date

\*This syllabus is subject to change. Students will be promptly informed of any changes in class. Students are responsible for this and any information from any classes that they miss.