

Welcome to Introduction to Theatre!

Fall 2015 | 3 Credit Hours | THEA 1343 – 002 | room COBA 141

Tuesdays and Thursdays, 9:30 am-10:50 am

Instructor: Laurel Whitsett, MA, SAG/AFTRA

Office: FA 268A

Office Hours: Tuesday and Thursday 2-4 pm or by appointment.

To schedule an appointment, simply email me. When you do, include your name and the course name in the subject line. For example, "Sherlock Holmes, Intro to Theatre class."

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

Email: whitsett@uta.edu

FACULTY PROFILE

<https://www.uta.edu/profiles/laurel-whitsett>

IMDB ENTRY

<http://www.imdb.com/name/nm0926375/>

Degree	Major	Institution	Year
MA	Drama Text and Performance	University of London King's College/ Royal Academy of Dramatic Art (RADA)	2005
BA	Theatre Arts	University of California San Diego	1990

COURSE DESCRIPTION

Introduction to Theatre acquaints the student with major phases of theatrical activity and production research. For example, we will consider the duties and contributions of the director, actor, scene designer, costumer, and others involved in play production. Higher-order outcomes (application, analysis, synthesis and evaluation) are assessed by attending one theatre performance outside of class, completing one analysis paper on this production, a design assignment, completing quizzes over assigned material, and presenting their work orally. **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

1. *Theatre as Human Action: An Introduction to Theatre Arts* by Thomas S. Hischak. Bring your text to class each meeting.
2. Materials you will need:
 - Seven (7) #882-E scantrons
 - A pencil to use on the scantrons –the electronic reader is unable to read ink
 - A pen or pencil to take notes and something else 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 #yougettheidea
3. Access to your school email account; check email twice per day, please
4. Access to Blackboard
5. This syllabus and calendar; you're welcome to access it via your electronic device of choice, but you must be able to access it quickly in class.

REQUIRED ATTENDANCE AT EITHER UTA PRODUCTION LISTED BELOW (Choose one) – PART OF SIGNATURE ASSIGNMENT #1

Each student is **required** to attend a performance produced by the UTA Theatre Arts Department this semester. Tickets go on sale approximately two (2) weeks prior to the first performance. Purchase tickets at the Fine Arts Office, Room 144, Fine Arts Bldg. between the hours of 1:00pm and 4:00pm Monday through Friday, or call the box office to make a reservation and someone will return your call to confirm. All information can also be found online by visiting the UTA Theatre Arts Box Office page. If you have a conflict with the dates that the play is showing, you must let me know BEFORE the play opens.

https://www.uta.edu/theatre/season2014_uta_theatre.html

THE THEORY OF RELATIVITY

Music and lyrics by Neil Bartram
Book by Brian Hill

October 7, 8, 9, 10 - curtain at 8:00PM

October 11 - curtain at 2:30PM

MainStage Theatre, UTA, Fine Arts Bldg.

THE MAN WHO CAME TO DINNER

by George S. Kaufman and Moss Hart

November 18, 19, 20, 21 - curtain at 8:00PM

November 22 - curtain at 2:30PM

MainStage Theatre, UTA, Fine Arts Bldg.

ASSIGNMENTS (I will remind you when assignments and exams are imminent)

Activity points	100 points
“First Impressions” Assignment	10 points
Chapter quizzes (5 @ 10 points each)	50 points
Critique/Reaction Paper to play SA1	10 points
Team Theatre terminology Test	50 points
You’re the Designer Project SA2	100 points
30-Second Play Festival SA3	30 points
Final Exam	<u>100 points</u>
	450 POINTS TOTAL

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.

100% to 90% of 450 points = A
89% to 80% of 450 points = B
79% to 70% of 450 points = C
69% to 60% of 450 points = D
Below 60% of 450 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. 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 need to see the hardcopy of your assignment unless specified otherwise. 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 take your 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 Tuesday, you must make up the exam by Thursday of the same week. If you missed an exam on Thursday you must make it up by Monday of the following week. No documentation or insufficient documentation = no make-up. 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 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 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 *Into the Woods*. You might consider asking off work now for one of those dates. You cannot pass this class without attending the show.

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: 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. The Theatre Arts department faculty generally requires its students to attend class because theatre is about making stuff with other people. For that reason, I, as the instructor of this course and section, have established following attendance policy. I will take attendance in a traditional manner, and I will address attendance by calculating activity points. It is the student's responsibility to find out what is due the next class meeting.
3. Tardiness/Early Departure: It is expected that you will be on time for class and remain until the end of class. Late arrivals and early departures will affect not only your ability to receive the information but also potentially affect your colleagues' work. Chronic tardiness and/or early departure will result in my asking you to meet with me so we can discuss how your choice is affecting your activity points, which in turn affect your grade. It is the student's responsibility to find out what is due the next class meeting.
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 in my faculty profile, and you might 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.
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 step out of the classroom. If class meets 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 and texts is prohibited in class. If you must make or receive a call/text please leave 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 without warning. 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 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 means the world!
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://wwwb.uta.edu/aao/fao/>).
11. Americans with Disabilities Act: The University of Texas at Arlington 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). 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 that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. 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 wwwb.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364. Please note the instructor must have documentation from the Office for Students with Disabilities in order to arrange accommodations and is not required to make accommodations in the event a student fails to provide documentation after an assignment or test has been given and/or graded. I am prohibited from allowing "informal accommodations", i.e., accommodations not approved by the Office for Students with Disabilities.
12. Title IX: The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit wwwb.uta.edu/titleIX.
13. 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 as they see fit in their courses, including (but not limited to) 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.

14. **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>.
15. **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>.
16. **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.
17. **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.
18. **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, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. 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, or view the information at www.uta.edu/resources.
19. **Writing Center:** The Writing Center, 411 Central Library, offers individual 40-minute sessions to review assignments, Quick Hits (5-10 minute quick answers to questions), and workshops on grammar and specific writing projects. Visit <https://uta.mywconline.com/> to register and make appointments. For hours, information about the writing workshops we offer, scheduling a classroom visit, and descriptions of the services we offer undergraduates, graduate students, and faculty members, please visit our website at www.uta.edu/owl/.
20. **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.
21. **A gentle request:** Your instructor manages some disabilities/differences. 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.
22. **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
Database List.....	http://www.uta.edu/library/databases/index.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

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.

EXPLANATION OF MAJOR ASSIGNMENTS/EXAMS
Assignments are listed in the order they are due on the calendar

WHAT: Activity Points – total of 100 points (5 pts. X 20 opportunities)

WHEN: varies, without warning will be awarded for class activities/spirited discussion

POINTS: 5 per; they will appear in the Blackboard grade log as activity points. 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.

WHAT: Syllabus Quiz, your first of your activity points! This is the only one I will tell you about. ☺

WHEN: Tuesday, September 1, 2015

POINTS: 5 points, all or nothing

1. Bring your syllabus to class in printed or electronic form.
2. Bring something to write with.
3. I will give you about fifteen minutes to answer some specific questions.
4. HINT: Review your syllabus so you know where to find the information because it's open note.

WHAT: Chapter quizzes

WHEN: listed on your calendar, - quizzes over Chapters 3,4,5,6,and 7

POINTS: 10 points each

1. Bring your scantrons – you need one for EACH quiz
2. Quizzes will cover the reading and/or Powerpoints
3. They are not open note quizzes; my suggestion is to take notes when you read, or at least highlight topic sentences.

WHAT: Terminology Test in Teams (this is a “green” test)

WHEN: October 20, 2015 – you do not come to class to take this. DUE by 12:00 noon by email to instructor.

POINTS: 50 points per team member

1. I will divide you into teams of 2 or 3, depending upon class size
2. No scantron necessary
3. The quiz is designed to assess your *understanding and application* of the theatre terminology we have been working with up to this point.
4. I will review you/teach you the style of this quiz ahead of time because it's unique.
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 quiz. You may use each other's knowledge.
7. You will create your answers in a Word document so I can comment on the document itself and send it back to you.

WHAT: “First Impressions: Is That Theater?”

WHEN: October 22, 2015 – go to the exhibit at UTA Central Library Sixth Floor for this assignment

POINTS: 10 points

WHAT: Reaction/Critique Essay – Signature Assignment #1

WHEN: either October 27, 2015 or December 11, 2015 depending upon which show you choose to attend

POINTS: 10 possible; rubric can be found at the end of this document

The following assignment (among others) will be used to assess the student's level of achievement of the THECB Core Curriculum Objectives as identified on page one. Each student will write a reaction/critique essay to one of the two play options indicated previously. Each student will analyze the play with the goal of communicating the ideas contained therein and how the play relates to community. (**Critical Thinking Skills, Communication Skills, and Social Responsibility**)

Helpful tips: The objective of this critique is to communicate using evidence of your opinion to people who have seen it whether it works as a play, focusing on specific aesthetic qualities of the play. You do not need to give an extensive plot summary because your reader will have already seen the play. 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. My strong suggestion is to check these off as one would a grocery checklist, because that's one way it will be graded. I actually copy the checklist below, attach it to your paper, and start by making sure the entire format and content is addressed.

1. **FORMAT**

The format of the paper should include the following (**GUIDELINES MUST BE STRICTLY ADHERED TO FOR UNIVERSITY ASSESSMENT PURPOSES**):

- a. Cover Sheet- per University guidelines, the cover sheet must include:
 - i. Student's Name
 - ii. Professor's Name
 - iii. Course Number, Section Number (see first page of syllabus for this info)
 - iv. Day/Month/Year
- b. Your paper must be a minimum of one-and-a-half, (1 ½) and maximum of at two (2) pages in length, typed, double-spaced, Times New Roman, 12-point font, with 1-inch margins on all sides. There is no way to write a shorter paper if you follow the rubric below because I've given you all the paragraph information. A paragraph is generally considered to consist of between three and five sentences.

2. **CONTENT**

In terms of the structure of the essay, follow this “menu”.

>STEP 1 - Introductory paragraph: name of the play, playwright, and a **short** synopsis including major characters' names; keep this information to about 5 sentences. Remember, your reader has already seen the show. In this same paragraph, signal the reader which four topics you will cover. You can simply write something as structured as, "I will be writing about _____."

>STEP 2 – Body of your paper: Choose four (4) of the topics below. If you write at least one paragraph on each topic, include a solid topic sentence followed by with logical supporting detail, I believe you will be successful in this assignment.

- a) the playbill or 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 in term of themes, character, or setting? What mood did they set?
- b) Your previous experience, or lack of experience, seeing a stage play in comparison to your specific thoughts on seeing this live performance (play).
- c) Your experience seeing a filmed performance of a play, if you have, compared to attending live. For example, what assumptions did you have going in to the live performance? How did it compare to going to a movie for you? How did the fact that you probably patronize cinema more frequently influence your experience and/or enjoyment?
- d) How did the audience with whom you attended influence your experience? Were they respectful? Were you?
- e) visual design elements - do the design components support and assist the storytelling?
- f) Aural Presentation: If there is music, does the music support the storytelling or detract from it?
- g) Character: How strong is the acting? Is there depth to the characters? Is there clear character motivation?
- h) Writing: Is the dialogue strong? Is the dialogue believable?

>STEP 3 - Closing Paragraph: Based on the information you have created in the body of your paper, rate the play according to the "Star System" below and summarize the explanation for your rating.

STAR SYSTEM:

- Four stars = Outstanding. 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!
- Three stars = Good. Doesn't have quite the same aesthetic and emotional impact as the previous category. Interesting. Maybe intended primarily for entertainment, but with strong characters and some thought-provoking themes.
- Two stars = Acceptable. 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.
- One star = Poor. How could someone spend any money and time to produce THAT? Plot line is predictable or incredible; characters are superficial; dialogue causes sniggering in the audience; actors might be miscast. You would probably walk out.
- No Stars = Beneath contempt.

>STEP 4 – **Print out your paper and staple your ticket stub to the back.** Papers turned in on time but without a ticket stub will receive no more than 7 points before I even begin grading for content.

> STEP 5 – **IMPORTANT!**

DO NOT INCLUDE your name anywhere except the cover sheet. This is so the papers can be read and assessed anonymously by the University Core Committee. I realize that MLA format requires that you put your last name and page number on every page of your paper and you might be used to that format. In this case, please number your pages with your Student ID Number in place of your name.

WHAT: "You're the Designer" Project – Signature Assignment #2

WHEN: presented in class, Thursday, November 19, 2015

POINTS: 100 possible - **rubric** can be found on Blackboard

Each student will be part of a group presenting information on a theatre topic of historical, intercultural, or social relevance (**Critical Thinking Skills, Communication Skills, Social Responsibility, and Teamwork**).

1. You will all use the very short play *The Umbrella Cemetery* posted on Blackboard.
2. You will present your design to the producer (Laurel) and your classmates with the goal of representing the director's concept, evaluating the play in cultural context, and creating a piece of theater from text.
3. 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 will be given.
4. 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.
5. 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.
6. The grade you earn will be based upon many factors including but not limited to clarity of choice, ability to speak thoughtfully about theater, depth of consideration evident applied through creative choice, and cohesiveness of group design.

WHAT: Thirty-Second Play Festival (TSPF) – Signature Assignment #3

WHEN: in class December 3, 2015

POINTS: 30 possible – rubric can be found on BB

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

1. The project addresses collaboration and teamwork in theater making by allowing students to experience writing, rehearsing, and performing a piece of theater.
2. Each student will write three lines of dialogue inspired by a designated play on an index card.
3. The instructor will choose index cards at random and those will become our TSPF scripts.

4. Each student will then be assigned other traditional theater roles (actor, stage manager, etc.).
5. We will rehearse and block the way we have learned in class.
6. We will time the shows so they all run under thirty seconds. Laurel has the final say on script edits along with the playwrights.
7. We will tech and run the show.
8. We will perform the festival in class on Tuesday, December 8, 2015.
9. 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: Thursday, December 17, 2015 from 8:00 am-10: 30 am. 8:00 am? What?! OMG, let's discuss the time, ok?

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 scantron and a pencil and your "prompt book". I will explain later.
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.
8. Any questions for me?

COURSE SCHEDULE/CALENDAR – Introduction to Theatre 1343-002, FALL 2015*

***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. – Laurel B. Whitsett**

DAY	DATE	What're we doin' IN CLASS?	What's due IN CLASS?	Pts.	Remarks and Homework
Thur.	8/27/15	WELCOME! Syllabus and calendar		5	<u>Fun Fact:</u> The reading for class is always due on a Tuesday. The theatre terms are always due on a Thursday. 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. Homework for 9/1/15: bring this syllabus/calendar, printed or electronic You must have your book by a week from today. Having trouble? Come talk to me.
Tues.	9/1/15	Syllabus/Calendar Quiz Discuss expectations for the reading and terms Game - "Face Drawing"	You, showin' up here with your brain, book, creativity, something to write with, and something to write on	5	HOMEWORK for 9/3: bring your book!
Thurs.	9/3/15	TBD	Your book and you		Homework for 9/8 - read the Introduction and Chapter 1 of your text. Don't have the book? See me, please.
Tues.	9/8/15	Discussion	DUE: Reading		Homework for 9/10: theatre terms – keep these someplace organized because, you will need them for the midterm
Thurs.	9/10/15	Apply terms Game Read a play in class?	Theatre terms and you, showin' up here with your brain, book, creativity, etc.		Homework for 9/15- read Chapter 2, "The Play"
Tues.	9/15/15	Discussion Ch. 2	DUE: Reading		Homework: Theatre terms
Thrs.	9/17/15	Activity related to terms Game – "Shared Experience"	Theatre terms and you, showin' up here with your brain, etc.		Homework for 9/22 - read Chapter 3, "The Playwright"
Tues.	9/22/15	Chapter 3 Quiz Discuss Quiz and chapter	DUE: Reading BRING A SCANTRON/PENCIL	10	Homework for 9/24: Theatre terms
Thrs.	9/24/15	Game Apply terms	Theatre terms and you, showin' up here with your brain, book, etc.		Homework for 9/29 – read Chapter 4, "The Play Performers: the Actors"
Tues.	9/29/15	Discuss Chapter 4	DUE: Reading	10	HOMEWORK for 10/1: theater terms
Thrs.	10/1/15	Chapter 4 Quiz "Simple Task" game Discuss terms	DUE: terms BRING A SCANTRON/PENCIL		No reading from textbook for Tuesday
Tues.	10/6/15	Finding plays, reading plays, etiquette	Due: just you in class		HOMEWORK for 10/8/15 – check out a play that interests you from the script library or Central Library and bring it with you to class; I will give you help because it's not intuitive

				HOMEWORK: If you chose to attend <i>The Theory of Relativity</i> , make your reservation. It opens tomorrow, Wednesday, 10/7. Your paper for this assignment is due on 10/27/15.
Thrs.	10/8/15	Activity related to your play	DUE: you and your play	HOMEWORK for 10/13: TBD based upon class progress on 10/8
Tues.	10/13/15	Activity related to your play	DUE: you and your play	HOMEWORK for 10/15: bring your theatre terms notes up to now
Thrs.	10/15/15	Game – “Painting with Words” – this is practice for your writing Discuss next week’s tests Review for test with games!	DUE: theatre terms up to now	HOMEWORK for 10/20: Review the test guidelines and study for your tests. Teams Test covers Chapters 1- 4 <u>only</u> . Figure out when and where you are meeting your team. <ul style="list-style-type: none"> You are encouraged to check your grade up to now. Reminder: No new terms <u>due</u> because we will be focusing on your test and field trip
Tues.	10/20/15	TEAM TERMS TEST – due to instructor via email by 12:00 noon, no exceptions	You will <u>not</u> come to class for this test.	50 NO SCANTRON NECESSARY Homework for 10/27 - read Chapter 5 in its entirety: “The Play Makers: the Director and the Producer”. Please start now because we don’t have time to break up the chapter and it’s a little longer than chapter 1-4.
Thrs.	10/22/15	<i>Ringside</i> Exhibit http://library.uta.edu/exhibits/ringside-memories-world-class-championship-wrestling	You will <u>not</u> come to this classroom. Instead, go to the Central Library Sixth Floor to complete this awesome assignment, OMG so fun	Homework due 10/27 if you saw TOR – paper due in my box or shoved under my office door by 5:00pm.
Tues.	10/27/15	Discuss Chapter 5 Practice “director’s vision”	DUE: Reading	Homework for 10/29: Theatre terms and study for quiz
Thrs.	10/29/15	Chapter 5 Quiz Discuss Ringside Exhibit Discuss terms	DUE: notes from Ringside DUE: terms BRING A SCANTRON/PENCIL	10 HOMEWORK for 10/27: Chapter 6, only pp. TBD. We are splitting up the reading for Chapter 6, “The Play Builders: the Designers”, because it’s a long chapter. Use study guide for Chapter 6 posted on BB. Bring it with you to class, completed.
Tues.	11/3/15	Chapter 6 discussion Chapter 6 study guide Answer questions	DUE: reading	Homework - the rest of Chapter 6, “The Play Builders: the Designers” Homework: Theatre terms? NOTE: Chapter 6 Quiz MIGHT be open- note Homework for 11/10: Bring in a typed or hand-written question about instructor’s experience/career as a theatre maker, career in film, in commercials, as Chuck Norris’ dialogue coach, or any other interests related to class. You are welcome to remain anonymous.
Thrs.	11/5/15	Discuss terms if assigned Chapter 6 quiz Answer questions in class	DUE: terms if assigned DUE: Questions for Laurel BRING A SCANTRON/PENCIL	10 Homework - read Chapter 7, “The Playgoers: The Audience and The Critic” ONLY TO THE BOTTOM OF PAGE 216. Homework for 11/10: <i>The Man Who Came to Dinner</i> opens Nov. 8. If you plan to see this for your assignment, make your reservation.
Tues.	11/10/15	Discuss Ch. 7, first part	DUE: Reading	<i>The Man Who Came to Dinner</i> open Nov. 8. HOMEWORK for 11/12: Finish Chapter 7, theater terms HOMEWORK for 11/12: Look at the <i>You’re the Designer</i> (YTD) Project on BB and in syllabus; READ THE PLAY, print it out, and bring it with you. It’s really short. Insert emoticon of choice here.
Thrs.	11/12/15	Discuss Ch. 7, second part Introduce “You’re the Designer” (YTD) Project – assign groups and designers	DUE: Reading DUE: the YTD play, <u>printed</u> out. Come in with questions!	HOMEWORK for 11/19 for YTD: templates printed from BB and play annotated according to your designer’s job HOMEWORK: study for Ch. 7 quiz
Tues.	11/17/15	Chapter 7 quiz YTD in class work	BRING A SCANTRON/PENCIL DUE: YTD annotated <u>according to your own style</u> in relation to your designer’s job	10 REMINDER: TMWCTD closes 11/22. You cannot pass this class unless you attend a show. Your paper for this assignment --- if you didn’t do one for TOR --- is due on 12/11. HOMEWORK: your designs are DUE on Tuesday 11/19
Thrs.	11/19/15	Present “You’re the Designer” Projects	Your design and all members of your group.	100
Tues.	11/24/15	1) YTD Designer Wrap up 2) Terms 3) Introduce 30-Second Play Festival (TSPF) – assign companies	YES, WE HAVE CLASS THE TUESDAY PRIOR TO THANKSGIVING. I KNOW IT’S A BUMMER, BUT WE CAN RALLY AND MAKE IT FUN?!	Homework for 12/1 –watch the video posted on BB, come in with questions Homework for 12/1: Last of the theatre terms! Homework for 12/1: if you are an actor, memorize your dialogue and blocking. Reminder: student surveys are available 10 days prior to the end of the semester. You are encouraged to take the survey.
Thrs.	11/26/15	HOLIDAY	HOLIDAY	HOLIDAY – no class
Tues.	12/1/15	TSPF Activities	DUE: OFF BOOK FOR TSPF	Homework: Bring all items for TSPF run

Thrs.	12/3/15	TSPF Activities TECH and RUN TSPF open and close		30	Homework: Bring all items for TSPF run
Tues.	12/8/15	Discuss final exam, review Review for final exam Begin making your final exam "prompt book"	You and all your stuff for TSPF		Homework: Bring all items for TSPF run LAST CLASS MEETING PER UTA POLICY
Thrs.	12/10/15	NO CLASS PER UTA POLICY	NO CLASS PER UTA POLICY		NO CLASS PER UTA POLICY – FINAL EXAM WEEK
Thurs.	12/17/15	FINAL EXAM in this room from 8:00 am to 10:30 am	You, your "prompt book", a scantron, and a pencil		The final exam is cumulative, which means it covers the entire semester's material. Here is the link to the pdf of the exam schedule: http://www.uta.edu/records/_downloads/finals/REVISEDfinal examschedule dulefall2015.doc.pdf

RUBRIC for Written Portion of Signature Assignment #1

RUBRIC:	Unacceptable	Proficient	Advanced
Explanation of Issues/Ideas and Evidence	0 points: Most or all of the required content elements are missing or incomplete. The issues/components of the play are not clearly stated or evaluated.	1 point: Most of the required content elements are present and mostly addressed. The issues/components of the play are developed coherently though not clearly.	2 points: All elements of content are included and thoroughly addressed and the issues/components of the play are considered critically and comprehensively and described clearly.
Influence of Context and Assumptions	0 points: Shows little to no awareness of personal assumptions and/or evaluation of the relevant context, especially the context of being a film/screen-favoring society seeing a live performance (perhaps for the first time).	1 point: Shows an emerging awareness of personal assumptions. Some awareness of context when presenting a position, especially the context of being a film/screen-favoring society seeing a live performance (perhaps for the first time).	2 points: Thoroughly (systematically and methodically) analyzes personal assumptions and carefully evaluates the relevance of contexts when presenting a position, especially the context of being a film/screen-favoring society seeing a live performance (perhaps for the first time).
Student's Position (perspective, thesis/hypothesis) and Evidence	0 points: Disorganized & unfocused; serious problems with coherence and progression of ideas. No viable point of view; weak critical thinking, providing inappropriate or insufficient examples, reasons, or evidence of support.	1 point: Generally organized & focused, demonstrating coherence & progression of ideas. Develops point of view & demonstrates competent critical thinking; enough supporting detail to accomplish the purpose of the assignment.	2 points: Thesis presented or implied with noticeable coherence; provides specific & accurate support from play. Insightfully develops a point of view & demonstrates outstanding critical thinking. Ideas are fresh, mature & supported
Conclusions and Related Outcomes	0 points: Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified. Star rating is unsubstantiated and does not correlate to the critique in the body of the paper.	1 point: Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly. Star rating is somewhat substantiated and correlates to critique in the body of the paper.	2 points: Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order. Star rating is fully and critically substantiated and noticeably correlates to the critique in the body of the paper.
Conventions: Language, Grammar, Punctuation, Spelling, Paragraphing, Format	0 points: Displays frequent & fundamental errors in vocabulary; sentences may be simplistic and disjointed. Errors interfere with writer's ability to consistently communicate purpose; persuasive mechanical errors obscure meaning; inappropriate format.	1 point: Competent use of language and sometimes varies sentence structure; generally focused. Occasional errors do not interfere with writer's ability to communicate purpose; generally appropriate format.	2 points: Choice of language & sentence structure; precise is precise and purposeful, demonstrating a command of language and variety of sentence structures. Control of conventions contribute to the writer's ability to communicate purpose; free of most mechanical errors; appropriate format.