**Welcome to Introduction to Theatre!**

Fall 2017 | 3 Credit Hours | THEA 1343-002 | FA 327A | MWF 9:00a-9:50a

Instructor: Laurel Whitsett, MA, SAG-AFTRA

Office and hours: FA 268A | office hours Mondays from 10:30am-12:30pm and Tuesdays from 4:30-5:30pm

Email: whitsett@uta.edu

Appointments: Email instructor with name/class in subject line, e.g. “Sherlock Holmes, Intro to Theatre, Requesting App’t.”

FINAL EXAM: Wednesday, 12/13/17 from 8am - 10:30am (Fall UTA Final Exam schedule found [here](http://www.uta.edu/records/_downloads/finals/finalexamscheduleFALL2017.doc.pdf) )

**FACULTY PROFILE**

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

**IMDB ENTRY**

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

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| **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, Acting Emphasis | University of California, San Diego (UCSD) | 1990 |
| MA in progress | Linguistics | University of Texas at Arlington | N/A |

**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 may present 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, prefer the 2nd edition but do your best. Bring your text to class each meeting.
2. Materials you will need:

* Four (4) #882-E scantrons - we have 7 quizzes but will try to use reuse each scantron one time
* 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

1. Access to UTA email account and Blackboard; check Bb and email morning and evening
2. This syllabus and calendar; you’re welcome to access it via your electronic device of choice

**REQUIRED ATTENDANCE AT ANY 1 PERFORMANCE OF 1 SHOW PRODUCED BY THE UTA MAVERICK THEATRE COMPANY**

Each student is **required** to attend one performance of one production offered this semester by the UTA Theatre Arts Department’s company, Maverick Theatre Company. Exact dates and times for each are provided in several places including but not limited to the department website: <http://www.uta.edu/theatre/>, posters/postcards near the Theatre Arts department office FA144, the green room, and frequent discussion in class.

* Tickets are only available online <http://utatickets.com/>.
* STUDENTS WILL RECEIVE AN EMAIL CONFIRMATION FROM UTATICKETS. KEEP THE EMAILED CONFIRMATION AS PROOF - IT IS REQUIRED TO TURN IN A COPY WITH THE FINAL REACTION PAPER
* Practicum students are not exempt from this attending a show. If you are cast in or working on a show, you are required to attend a show to which you are not assigned. Just go and enjoy! ☺

**ASSIGNMENTS**

“Yellow Face” Assignment 10 points

Central Library playscript check-out 10 points

Chapter quizzes (7 @ 10 points each) 70 points

Visual Vocabulary Midterm Exam 45 points

You’re the Production Company Project 40 points

Play-going Reaction Paper (this is the final exam) 25 points

**200 TOTAL POINTS**

**GRADING**

Students are expected to keep track of their grades throughout the semester and seek guidance from available sources (including the instructor) if necessary. You will be evaluated on the progress you make as an individual, not in comparison to the progress of your classmates. There is no curve grading in this class. Should you have any concerns, I am available in my office during hours and by appointment. The grade scale for this course is listed below. 100% to 90% of total points = A| 89% to 80% of total points = B | 79% to 70% of total points = C | 69% to 60% of total points = D| below 60% of total 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: ATTENDANCE - STRICT**

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop their own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. I, as the instructor of this course and section, have established following attendance policy: attendance is mandatory. Attendance will be taken within the first 10 minutes of class. There is no tardy allowance and there are no excused absences. If a student arrives after the sign-in book has been collected (after 10 minutes), the student is counted absent. If the student arrives after sign-in on a quiz day, the student has chosen to forfeit the quiz points and is also counted absent. A student may be absent on 4 occasions for any reason with no grade repercussions, i.e., without a grade deduction. Upon the 5th absence, a full letter grade is deducted from the final grade earned through point calculation. Upon the 6th absence, an additional full letter grade is deducted from the final grade earned through point calculation. Example: By points, a student earned a B. The student was absent 6 classes. The student’s final grade earned is a D.

**NOTE FOR MAJORS**: Theatre majors: please read the policies in #2 and #3 below in “Other Policies and Practices”.

**POLICY: MAKE UP WORK/LATE WORK**

If a student arrives after sign-in on an individual project or individual assignment day, the student may turn in the assignment the same day it is due by 5:00pm for up to 75% credit. A missed exam, group project, or group assignment is not eligible to turn in after the due date and time.

**“I WORK IN ORDER TO PAY FOR SCHOOL.”**

I respect the fact that many of you work and/or 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 calendar you see in this document, and if we make changes to the calendar you are responsible for following them if you are not in class the day the schedule change was made. That’s why I need you to bring your syllabus and calendar with you to class. You are encouraged to provide your class calendar to the person at work who creates your schedule. For example, ask off now for midterms, finals, and the play dates you need off. Adjustments will not be made for students who neglect to take care of their situations.

**OTHER POLICIES AND PRACTICES:**

1. Blackboard and Email: Check your MyMav email and Blackboard at least once per day. 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. **Department of Theatre Arts Attendance/Production Duty Policy:** Students who fail to meet class attendance requirements may be removed from acting, directing, design, stage management, 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. **Conferences/Auditions:** 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 request to the instructor no less than two 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.
4. Extra credit: Opportunities include Flight 12 Improv, National Theatre Live, Wingspan Theatre, Amphibian Theatre, and UTA Dance shows. Maximum credit is 10 points per semester.
5. 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. 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.
6. Eating/drinking in class: Water is the only liquid allowed in any UTA theatre. The container from which you drink must have a lid or top. You may not eat in a UTA theatre. If you need to snack please step out of the classroom. If class meets somewhere other than a theatre, we’ll discuss a snacking policy. Because we all like snacks.
7. Electronic device use: TBD
8. 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!
9. 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/>).
10. 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 [www.uta.edu/disability](http://www.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.
11. 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>.
12. 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.

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. 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>.
3. 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.
4. 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.
5. 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](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).
6. 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/](https://owa.uta.edu/owa/luket@exchange.uta.edu/redir.aspx?C=jqplelmmw0KcvkWv1pRv_rHS8ofUUtFIXl_CWZTLffEmCPyZf3x4ncUbBmD9p3gSPROCbhSJj7U.&URL=https%3a%2f%2futa.mywconline.com%2f" \t "_blank) 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/](http://www.uta.edu/owl/).
7. 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.
8. **The English Writing Center (411LIBR)**: The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services.
9. The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. <http://library.uta.edu/academic-plaza>
10. Other Helpful Resources:

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

Subject Guides [http://libguides.uta.edu](http://libguides.uta.edu" \t "_blank)

Subject Librarians [http://www.uta.edu/library/help/subject-librarians.php](http://www.uta.edu/library/help/subject-librarians.php" \t "_blank)

Database List [http://www.uta.edu/library/databases/index.php](http://www.uta.edu/library/databases/index.php" \t "_blank)

Course Reserves [http://pulse.uta.edu/vwebv/enterCourseReserve.do](http://pulse.uta.edu/vwebv/enterCourseReserve.do" \t "_blank)

Library Tutorials [http://www.uta.edu/library/help/tutorials.php](http://www.uta.edu/library/help/tutorials.php" \t "_blank)

Connecting from Off- Campus [http://libguides.uta.edu/offcampus](http://libguides.uta.edu/offcampus" \t "_blank)

Ask A Librarian [http://ask.uta.edu](http://ask.uta.edu/" \t "_blank)

26) **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/>

27) 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](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources). Student Support Services: **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.

**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 or text 911.

**EXPLANATION OF MAJOR ASSIGNMENTS/EXAMS**

**WHAT: “**Yellow Face” – Signature Assignment

**DUE:** September 13, 2017 via submission to Blackboardfolder

**POINTS:** 10 points

IMPORTANT: indicate in notes when submitting whether feedback is desired or not

This assignment incorporates **Critical Thinking Skills, Communication Skills, and Social Responsibility.** Please use the links to re-watch *Yellow Face* as many times as necessary to answer the questions below in a thoughtful and thorough way, applying the principles of critical thinking to the play/movie.

Yellow Face – Part 1 of 2

<https://www.youtube.com/watch?v=Krlv9cyn9Hc>

Yellow Face – Part 2 of 2

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

QUESTIONS TO ANSWER WITHIN YOUR WELL-WRITTEN ESSAY:

1. What is the cultural problem David Henry Hwang tries to address by creating “Marcus”?
2. Can you think of other, similar cultural problems involving other groups? (***knowledge***)
3. Why are the images of various groups of people in movies and plays and on television important? (***communication and curiosity***)
4. Do you think addressing such issues in art (and in other ways) is valuable? Why or why not? (***empathy and openness***)

HELP! WHAT SHOULD I WRITE ABOUT? USE THE INFORMATION BELOW TO FLESH OUT THE ANSWERS TO THE QUESTIONS ABOVE.

1. **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?
2. **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?
3. **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?
4. **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?
5. **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?

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**WHAT:** Chapter quizzes

**DUE:** occur in class**,** see calendar

**POINTS:** 10 points each

Bring scantrons and a pencil. Quizzes will cover the reading, Powerpoints, and class activities.

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**WHAT:** Central Library playscript check-out + study guide

**DUE:** in classweek 6 or 7 depending upon class progress

**POINTS:** 10 points

Students will learn how to check out a play from the UTA Central Library. Students will then be required to check out a play and bring it to class along with answers to questions about the play, such as setting and characters’ names. A study guide will be provided.

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**WHAT:** Visual/Vocab Midterm Exam

**POINTS:** 45 points

**DUE:** completed in class over at least 2 class meetings the week of October 9-13, 2017

The test is designed to assess your *understanding and application* of the theatre terminology we have been working with up to this point.

The style of the test will be introduced and practiced ahead of time because it’s unique; we will practice a lot to set ourselves up for success

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**WHAT:** You’re The Design Company Project - Signature Assignment

**DUE:** in class December 4 and December 6, 2017

**POINTS:** 40 possible – see note below

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. All groups will be given the same scene to design
2. The concept/vision will have been pre-decided; it is each group’s goal to follow the director’s vision and present their scene accordingly applying the elements of theatre discussed throughout the semester
3. The grade earned will be based upon many factors including but not limited to ability to communicate thoughtfully about theatre, depth of consideration applied through creative choice, and cohesiveness of group work.
4. All members of the group may or may not earn the same grade – to be discussed in class

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**WHAT:** Reaction/Critique Essay – SIGNATURE ASSIGNMENT – this is the final exam

**DUE**: to Blackboard submission folder title “Reaction Essay” on December 13, 2017 anytime between 8:00am and 10:30am; unlimited attempts permitted, last attempt is graded

**POINTS**: 25 possible; rubric can be found below

The objective of this critique is to communicate using evidence of your opinion how you felt about the performance you attended. 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.

1. **FORMAT**

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

* 1. Cover Sheet- per University guidelines, the cover sheet must include:
     1. Student’s Name
     2. Professor’s Name
     3. Course Number, Section Number (see first page of syllabus for this info)
     4. Day/Month/Year
  2. Your paper must be a minimum of one-and-a-half, (1 ½) and maximum of two-and-a-half (2 1/2 ) 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.

1. **CONTENT**

>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 in which order you are covering the topics below. You can simply write something as structured as, “I will be writing about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

>STEP 2 – Body of your paper: You must write on all topics below. If you write at least one paragraph on each topic, include a solid topic sentence followed by with logical supporting detail, you will most likely be very successful in this assignment.

* 1. 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?
  2. your previous experience, or lack of experience, seeing a stage play in comparison to your specific thoughts on seeing this live performance (play).
  3. how did the audience with whom you attended influence your experience? Were they respectful? Were you?
  4. visual and aural (what we see and hear) design elements - do the design components support and assist the storytelling? Why or why not?

>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.

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| RUBRIC: | Unacceptable | Proficient | Advanced |
| Explanation of Issues/Ideas and Evidence | 0-1 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. | 2-3 points: Most of the required content elements are present and mostly addressed. The issues/components of the play are developed coherently though not clearly. | 4-5 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 | 0-1 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). | 2-3 points: 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). | 4-5 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 -1 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. | 2-3 points: 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. | 4-5 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 | 0-1 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. | 2-3 points: 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. | 4-5 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 | 0-1 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. | 2-3 points: 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. | 4-5 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. |

**COURSE CALENDAR - Introduction to Theatre 1343-002, FALL 2017\***

\*As the instructor for the course, I reserve the right to adjust the course schedule in any way that serves the educational needs

of the students enrolled in this course. – Laurel B. Whitsett

WHITSETT| FALL 2016| This is the end of this document| HOORAY!

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| WEEK/DATES | Class plan | Remarks |
| WEEK 1  Aug. 25 | Welcome!  Syllabus  Calendar  Fall Auditions/Green Room location volunteer?  NOTE: Quizzes occur on Mondays. Reviews for quizzes occur in class (*not* posted on Bb) | Theatre & Dance Major/Minor Open House: Friday 8/25 @ 6pm  AUDITION WORKSHOP: Saturday 10/26  Fall Theatre Productions Auditions: 8/28 and 8/29  MDC Auditions 8/29 & 8/31  Flight 12 Improv Auditions: 8/30  MAVLAB Auditions occur the week of 9/5  HW: review syllabus; come in with specific questions for next class  HW: find the Green Room (sign up for auditions if so inclined) |
| WEEK 2  Aug. 28  Aug. 30  Sept. 1 | Syllabus/calendar Q&A  “Is this theatre? Why and why not?”  Green Room & mini - tour  *Yellowface* assignment discussed | \*Extra Credit - Flight 12 Improv - 9/22 & 9/23 [utatickets.com]\*  Read Hischak Introduction & Ch.1  HW: Which aspects of sports events are the same as the aspects of theatre-making? |
| WEEK 3  ~~Sept. 4~~  Sept. 6  Sept. 8 – review 1 | Weekly focus: Ch. 1  play attendance etiquette  *Yellowface* continued  Review | \*NO CLASS MONDAY 9/4 – Labor Day\*  Study for quiz 1  Start planning which show you would like to attend  Go Steelers! First regular season game Sunday, 9/10 |
| WEEK 4  Sept. 11 – Quiz 1  Sept. 13 - Yellowface  Sept. 15 – review 2 | QUIZ 1  Weekly focus: Ch. 2  Yellowface Assignment DUE 9/13/17 in class  “What’s a play script look like?”  Review | HW: read Hischak Ch. 2  Study for quiz 2 |
| WEEK 5  Sept. 18 – Quiz 2  Sept. 20  Sept. 22 – review 3 | QUIZ 2  Weekly focus: Ch. 3  Game  Review | HW: Read Hischak Ch. 3  Study for quiz 3 |
| WEEK 6  Sept. 25 – Quiz 3  Sept. 27  Sept. 29 – review 4 | QUIZ 3  Weekly focus: Ch. 4  Discuss reading  Central Library check-out assignment this week  Review | HW: check out a play from the Central Library  HW: Read Hischak Ch. 4  Study for quiz 4 |
| WEEK 7  Oct. 2 – Quiz 4  Oct. 4  Oct. 6 | QUIZ 4  Discuss Visual/Vocab midterm  [Central Library check-out assignment this week if we didn’t complete it last week]  Other TBD | HW: bring theatre terms/notes up to now  UTA production opens next week on 10/11 |
| WEEK 8  Oct. 9  Oct. 11 – opening  Oct. 13 | Focus: visual/vocab midterm | HW: Review test guidelines  HW: study for Visual/Vocab Test [covers chapters 1- 4 only]  \*\*\*\**Putnam County* runs 10/11- 10/15 [UTATICKETS.com]\*\*\* |
| WEEK 9  Oct. 16  Oct. 18  Oct. 20 | VISUAL/VOCABULARY TEST THIS WEEK  Other: TBD based upon progress | Please check your grade up until this point  HW: read Hischak Ch. 5  \*\*\*\*MAVLAB RUNS 10/26 – 10/29 [UTATICKETS.COM]\*\*\*\* |
| WEEK 10  Oct. 23  Oct. 25  Oct. 27 | Practice - director’s vision | HW: continue reading Hischak Ch. 5.  Study for Quiz 5. |
| WEEK 11  Oct. 30  Nov. 1  Nov. 3 – review 5 | Weekly focus: Ch. 5  Practice - “Painting with words” | HW:: Read Hischak Ch. 6, use study guide on Bb |
| WEEK 12  Nov. 6 – Quiz 5  Nov. 8  Nov. 10- review 6 | QUIZ 5  Weekly focus: Ch. 6  Chapter 6 self-guided study | HW: TBD  Study for Quiz 6. |
| WEEK 13  Nov. 13 – Quiz 6  Nov. 15 - opening  Nov. 17 – review 7 | QUIZ 6  Weekly focus: Ch. 7  Introduce YTDC project | HW: Read Hischak Ch. 7  Study for Quiz 7  \*MIDSUMMER NIGHT’S DREAM 11/15 - 11/19 [UTATICKETS.com]\* |
| WEEK 14  Nov. 20 - Quiz  Nov. 22  ~~Nov. 24~~ | Quiz 7  YTDC in-class work | HW: projects  No class Friday 11/24 - Thanksgiving Holiday |
| WEEK 15  Nov. 27  Nov. 29  Dec. 1 | YTDC - in class rehearsal time  Other TBD | TBD  UTA does not have a “reading week”, FYI… |
| WEEK 16  Dec. 4 - projects  Dec. 6 - projects | YTDC Projects presented  Students decide run order, however, all groups are called both days | \*LAST CLASS MEETING PER UTA POLICY IS DEC. 6\*  EXTRA CREDIT: Maverick Dance Company Performances 12/8, 12/9, and 12/10. [UTATICKETS.com] |
| WEEK 17  FINALS WEEK | FINAL EXAM REACTION PAPER DUE ON  Wednesday, 12/13/17. Folder will open at 8:00am and close at 10:30am.   * Upload to Bb as PDF * include confirmation email with your name in the email |  |
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End Document – Whitsett – Fall 2017 – THEA 1343-002