

THEATRE AND FILM APPRECIATION | THEA 1342-007 | Fall 2018

3 Credit Hours | Location: FA 258

Mondays only| 4:00 PM - 6:50PM

Instructor: Felicia Bertch

Office: 150 Fine Arts Building, North

Office Hours: Monday: 2:00-4:00pm and Tuesday: 12:30-2:30pm (by appointment, please)

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FACULTY PROFILE

Degree	Major	Institution	Year
MFA	Acting	University of South Carolina	2009
BA	English	Wheaton College	2002
Other related education and experience can be found at www.feliciabertch.com			
UTA Faculty Profile can be found at https://www.uta.edu/profiles/felicia-bertch			

COURSE DESCRIPTION

Develops awareness of and appreciation for dramatic art as reflected in theatre and film. Designed to increase the student's enjoyment and knowledge of drama and its historical, social and cultural contexts. Students may be required to attend plays. Theatre Arts BFA and BA majors and minors may not use this course in place of [THEA 1343](#). 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. Develop an appreciation for the aesthetic principles that guide the theatre arts and film;
3. Be able to recognize and analyze the function of theatre in comparison and contrast to the elements of film in performance;
4. Improve competency in written, oral, and visual communication;
5. 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.

REQUIRED TEXT

A text is not required for this course; the funds you would have spent on a text are expected to be allocated to the requirement of attending a UTA Main Stage production. There will also be some minor "craft" expenses as related to a group theater project and a film project.

REQUIRED ATTENDANCE AT ONE OF THE UTA PRODUCTIONS:

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 performance day. Purchase tickets online at www.utatickets.com. Please mark your calendars so you don't miss it! 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 the professor know BEFORE the play opens.

The Clean House
 Oct 10, 11, 12, 13 @ 8:00PM
 Oct 14 @ 2:30PM
 MainStage Theatre, Fine Arts Bldg.

Ladies in Waiting and The Shock of Recognition, Robert Anderson
 Oct 31, Nov 2 @ 8PM
 Nov 3 @ 2:30PM
 Studio Theatre, Fine Arts Bldg.

Some Sunny Day
 Nov 1, 3 @ 8PM
 Nov 4 @ 2:30PM
 Studio Theatre, Fine Arts Bldg.

Company
 Nov 14, 15, 16, 17 @ 8PM
 Nov 18 @ 2:30PM
 MainStage Theatre, Fine Arts Bldg.

REQUIRED MATERIALS

- Three (3) #882-e scantrons
- A pencil to use on the scantron –the electronic reader is unable to read ink
- A pen or pencil to take notes, and paper to write on; **I DO NOT PERMIT LAPTOPS OR OTHER ELECTRONIC DEVICES FOR TAKING NOTES** unless you talk to me about a special need which includes an official note from the Office for Students with Disabilities.

ASSIGNMENTS

Group Project	20 points
Peer Evaluation	5 points
Midterm Exam, covering theatre information only	30 points (pencil and scantron required)
Final Exam, covering film information only	30 points (pencil and scantron required)
Compare/contrast quiz	5 points (pencil and scantron required)
Play Reaction & Critique Essay	10 points
	100 points possible

GRADING

Students are expected to keep track of their grades throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels. All grades, including attendance will be entered promptly into Blackboard for easy access. **Please see me if you do not understand how to access your grades on Blackboard. It can be tricky at first!** Your grade will be based on the quality of work in the assignments, the discipline and commitment shown in your promptness, attendance, other preparation for class and exercises, collaborative efforts, and on your alert participation in class discussions.

The exams will cover lectures and material from class, any handouts, and information from peer-delivered information. This class is designed to be an enjoyable introduction to theatre and film. If you habitually miss class, don't pay attention, and choose not to actively participate (this means *listening* as well as asking questions), this class can be difficult. If you come to class, pay attention and participate, I believe your potential for enjoyment of the class will increase and the exams will not be difficult.

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. Not at all. Not even a little bit late. Anything due at the beginning of class is due by the time attendance is taken the first time. If you attempt to email me something, I will not open attachments and I will not read the email. I need the hardcopy of your assignment. If you are late for a class project or test for which I have allotted a specific amount of time, I will not add time.

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.** Blackboard is the primary method by which I will communicate with you. It is your responsibility to check for assignment updates, handouts, and class updates due to weather or professor absence.
2. **Attendance Expectations:** At UTA, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. **As the instructor of this section, I have ABSOLUTELY chosen to take attendance and all elements cited in this Required Attendance Policy are absolutely crucial to student success in this course.** Regular attendance in class is required and is of primary importance. Attendance will be taken TWICE—once around the beginning of class, and a second time towards the end of class. Since we only meet once per week for a total of 2 hours and 40 minutes (+ a 10 min break), missing one class counts for TWO regular university classes.

Tuesday/Thursday Class: at UTA	Meets <u>2x per week</u> (1hr 20min per class)	1hr 20min + 1hr 20min 2hr 40min/week
Monday ONLY Class: at UTA	Meets <u>1x per week</u> (2hr 50min per class)	2 hr 50 min - 10min break 2hr 40 min/week

3. **Attendance As It Affects Your Grade:** **Every student is allowed to miss a total of four (6) technical absences without penalty. That equals THREE (3) full class periods in the semester. Upon absence #7 and with each subsequent absence, one (1) full letter grade equal to 10 points will be subtracted from the student's grade.** If you miss class, I do not need to know the reason you will be or were absent because the reason does not affect whether or not it counts toward your four (6) absences. All absences are just that: absences. You may look at the attendance sheet at the front of class each week to see your absence record or visit Blackboard. I do my best to post Attendance to Blackboard within 48 hours of each class period. Students are expected to use these tools to keep track of their record and respond accordingly. **You have 2 weeks after each class period to dispute an absence** posted to the Attendance Column in your Blackboard grade roster. After this time, the attendance posted may not be contested. This attendance policy is in support of the university's expressed desire to ensure student success through consistent class attendance. You may NOT miss an exam or assignment day unless the reason is a true emergency that caused you to miss. You will need to have documentation of the emergency that prevented your attending class for assignment and/or test days. Poor planning is not an emergency. The professor reserves the right to determine whether your situation is a true emergency and whether she will accept the documentation provided. If there is a true emergency, the student may make up a solo assignment or exam but will still be counted absent for that class. **Note:** While UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.
4. **Course Attendance and Production Assignments:** Students cast in acting roles or who have lead technical or design assignments in UTA productions are required to attend class on a regular basis. Failure to do so shall result in the student being reported to the student's Area Head for their degree plan and the Production Manager and may result in the student being replaced in their production assignment.
5. **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 grade and ability to receive the information but also potentially affect your colleagues' work. Please Note: if I find that you are coming for the first attendance and then leaving for most of the class until the second attendance, I will mark you absent for the entire class (2 absences). This includes skipping films or leaving at the break and then coming back in for final attendance.
6. **Illness or Accidents:** If you miss class because of illness or an accident *and* present a doctor's statement attesting that you were not able to attend class due to your illness or accident, you may make up missed individual work. HOWEVER, you will still be marked absent. If you miss an entire class you will have used up two of your ALLOWED absences. If you come late to class, you will have used up one of your ALLOWED absences. An illness or accident does NOT mean that you are allowed an "extra" absence besides the four (4) allowed.
7. **Film Selection:** Portions of this class are designed to introduce you to the art of film, the process of filmmaking, the use of film techniques and films that have significantly affected the film industry and filmmaking today. Therefore, the films screened in class are chosen to enhance course content, and not on popularity or entertainment value. Ideally, not more than 30% of the class will have seen the films shown (based on class survey). I cannot guarantee

that you will like all of the films we view in class but learning to appreciate something outside of your normal “comfort zone” is important to your growth as a student. Hopefully a few films will surprise you!

8. Film Rating: There is a chance that some of the films shown in class will be offensive or difficult to watch for some students, especially those with objections to R-rated films. Many excellent films are R-rated and may contain language, explicit sexual situations, graphic violence, and/or adult themes. Please keep in mind that it is difficult to learn anything new without experiencing things outside of your comfort zone and dealing with the dissonance. I do my best to choose films that are minimally offensive while still providing the elements necessary to learn to appreciate film and theatre. If you have strong objections to R-rated films, please reconsider taking this class. If you decide to continue in this class, you are agreeing to watch the films shown. Films are listed on the calendar below.
9. Assignments: Again, absolutely no late work accepted. It is your responsibility to obtain any homework assignments from a classmate and/or on Blackboard (where I will post all assignments and notes)--- not from the instructor--- if you are absent unless you do not understand the assignment given. If you do not understand an assignment, please come see me or email me for clarification. I am more than happy to explain it another way to ensure your success and increase enjoyment of the class. You will be evaluated on the progress you make and the skills you master - not be viewed in comparison to the abilities of your classmates. Should you have any concerns, I am available during my office hours by appointment - please don't hesitate to talk with me. *Please exchange email or phone numbers with group members to assist each other.*
10. Classroom Atmosphere and Participation: We will engage in discussion and activities (some of which are related to assignments) during classroom time. You are expected to participate fully. It is expected that you will be supportive to each of your colleagues in this class. The only way true progress can be made is if each of you feels “safe” trying new things and making mistakes. I have a “Zero Tolerance” policy regarding negative attitudes and behavior that upsets the “safety” of our work environment. If I determine that you are exhibiting such behavior and/or failing to participate, I will ask you to leave class and you will be counted as absent for that day. The relationships you build with your colleagues will be vital to your success in the department and beyond.
11. Work Outside Of Class: There is no assigned text for this class. Money saved --- hooray! That said, it is expected that you read any materials distributed or assigned as well as study alone and with fellow classmates as necessary for presentations and exams. 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.
12. Food & Popcorn: You may bring food into class with the following rules in mind (these are not guidelines, they are rules): (1) Drinks must have lids. (2) No fish, garlic, seafood, or other foods with strong smells. (3) You must be able to continue working and learning. You **MUST** clean up after yourself or I will not allow food anymore.
13. Electronic Device Use: **IS PROHIBITED IN CLASS.** You may not use your electronic device (laptop, phone, tablet, etc...) during class for any reason, including TEXTING and TAKING NOTES. The viewing of films is especially disrupted by electronic device use. Use of electronic devices in class will result in your being marked absent from class because you are not truly engaged. If I have to repeatedly stop class to ask students to put away their electronic devices in a class, I will not post the PowerPoint from that day's lecture to Blackboard. The one exception to this policy is when you are working on your Group Projects. And, of course, you may check your devices during the break we will take in the middle of each class.
14. 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/>).
15. Americans With Disabilities Act: UT 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)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability. **Counseling and Psychological Services, (CAPS):** www.uta.edu/caps/ or calling 817-272-3671.
16. Non-Discrimination *The University of Texas at Arlington does not discriminate on the basis of race, color, national*

origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

17. **Title IX:** 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 or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.
18. **Academic Integrity:** Faculty are encouraged to discuss the Honor Code and the consequences of cheating, including plagiarism with their students. *I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.* UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. **Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.** Additional information is available at <https://www.uta.edu/conduct/>. Students are encouraged to review these guides on plagiarism <http://libguides.uta.edu/researchprocess/plagiarism> <http://libguides.uta.edu/copyright/plagiarism>
19. **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. 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>.
20. **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/>
21. **Student Feedback Survey:** At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.
22. **Final Review Week:** For semester-long courses, 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.
23. **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 (*To be discussed in class*). 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.
24. **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 <http://www.uta.edu/universitycollege/resources/index.php>.

25. Theatre Conference and Graduate School Auditions/Interviews: Department of Theatre Arts majors are encouraged to participate in theatre conferences and graduate school auditions/interviews. 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."

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

EXPLANATION OF ASSIGNMENTS AND EXAMS

I. **WHAT: Group Presentation Project: To See or Not to See (20 Points TOTAL)**

WHEN: Various Due Dates... see below

THE GOAL: This group project is designed to allow students to reflect on filmmakers' possible intended and/or unintended messages; to reflect on the subjectivity of the enjoyment of film; to appreciate factors that persuade and dissuade audiences to spend their time and money on film; to appreciate the role of the film critic; and to learn to work effectively in collaboration with others.

STEP ONE: WATCH THE FILM – View by 10/22

Each group will choose any film and approve it with the instructor prior to watching. Be prepared to convince the instructor why it is not 'cotton candy' or pure entertainment. View your film in any way you wish, with two caveats. Please do not pirate your film, and please watch it on one sitting. You are encouraged to take notes during your film based on the research you need to complete the paper and presentation.

STEP TWO: PERSUADE/DISSUADE YOUR GROUP – DUE: 11/5 (3 points)

After having watched the film, each member will give a "pitch" to the group. The goal is to decide if your presentation will encourage or discourage the audience (the class) to see or not to see the film. Each student will use the following script and present their responses to each other. This should only take about 60 seconds per person when spoken aloud. You can read it right off a paper or a phone or whatever.

1. *Logline – no spoilers!
2. Star rating, 1-5
3. Your opinion of whether this film is or is not worth seeing and why or why not ---use specific terminology, like theme, cinematography, score, and tone.
4. Where you retrieved your information; you can use this requirement to lend credibility to your review, e.g. "According to the American Film Institute website, this film was a landmark achievement in color film because..." or, "According to blah blah website, this film was a revelation because blah blah blah, but I disagree because blah blah blah."

STEP THREE: COLLABORATIVE PRESENTATION + PAPER – Both Due 11/19 (17 Points)

After listening to each pitch, groups will decide whether to ENCOURAGE or DISCOURAGE the rest of the class from seeing their film. Then, collaborate to put together a creative presentation with that purpose in mind. You must ALL agree upon the purpose of your presentation. This may mean that if you did not like the film but the rest of your group did, that you will have to sacrifice your feelings about the film to help support the group decision to ENCOURAGE the class to see the film. Each group presentation must include the following 1-11, though it does not have to be in this order. You may include other elements not listed below.

All members of the group must be involved in the presentation. This does not mean that all members have to speak. You may divide the tasks up as you see fit. A couple of group members might put together the visual aid. Another group member might write the paper. And the rest might be involved in the presenting. Try to divide the work as equally as possible so that all members can be involved. You may present your argument in whatever manner you see fit, either in person or on video.

1. Group Name
2. Title of film
3. Director and Production Company of Film
4. Run time in minutes
5. Release date in the U.S.
6. Genre
7. * Logline
8. * Short synopsis comprised of no fewer than 4 and no more than 6 sentences and no spoilers!
9. Star Rating: 1-5
10. A MINIMUM OF THREE reasons you are encouraging or discouraging the class to see your film, including detailed support of each argument; use specific terminology, like cinematography, score, and tone.
11. A visual aid --- cannot be any actual footage from the film nor the actual trailer for the film.

PAPER: 1 paper per group is required, keeping in mind all students earn the same grade. Bullet points are fine with the exception of questions with an asterisk [*] below (#13 & #14). Do not omit questions. All questions must be answered to earn the points.

1. All students' names in the group
2. Instructor's name - Laurel Whitsett
3. Title of film
4. Director and Production Company
5. Run time in minutes (may or may not include credits)
6. Date or era in which the film is set, e.g., "the day WWII started" or "1950s" and how the audience would know (e.g. costumes, dialogue, etc.)
7. Release date of the film in the United States
8. Genre (Animation, Romantic Comedy, Western, Sports, Mystery, Fantasy, Sci-Fi, Gangster, Courtroom Drama, Epic)
9. Identify at least one major theme
10. Identify at least one major conflict
11. Identify a protagonist - could be a person, place, or thing
12. Identify an antagonist - could be a person, place, or thing
13. * In one complete sentence, write a logline.
14. * In complete sentences, write a synopsis comprised of no fewer than 4 and no more

than 6 sentences --- and no spoilers!

15. Identify the film's tone and include 1 specific supporting example.
16. 3 reasons you would encourage others to see the film and WHY ---use specific terminology here, like cinematography, score, and tone.
17. 3 reasons you would discourage others to see the film and WHY --- use specific terminology like cinematography, score, and tone.
18. The star rating you'd give the film (1-5, 1 is lowest); the star rating should match your persuasion or dissuasion arguments in #16 & #17 and will inform Step 3.
19. A fun fact about your film.
20. Cite sources, including where #19 came from. For more information, go here <https://library.uta.edu/plagiarism/index.php>

NOTE: PEER EVALUATION will be distributed in class; complete and turn in by 11/26

Criteria	D-F (Unacceptable)	C (Minimally Acceptable)	B (Proficient)	A (Advanced)	Score
Content	Persuasive Argument is not stated; content is erroneous or irrelevant; support for assertions is largely absent.	Persuasive Argument is stated; content is accurate but not always relevant; support is offered but inadequate for some assertions.	Persuasive Argument is clearly stated; content is accurate and relevant; credible support is provided for each assertion.	Persuasive Argument is vividly stated; content is accurate, thorough, and directly on point; strong support is provided for each assertion.	Score: _____ (out of 4 points)
Organization (Intro, Body, Conclusion)	Little or no structure present. Presentation is confusing to the audience; no logical sequences of ideas frequently off topic.	Identifiable structure is present but inconsistently executed; may contain several statements out of place and occasionally deviate from topic.	Identifiable structure is present and consistently executed with few statements out of place.	Identifiable structure is presented in a purposeful, interesting, and effective sequence and remains focused.	Score: _____ (out of 4 points)
Adaptation to Audience and Context	Content, style and/or use of grammar/language are frequently inappropriate to the audience and/or context. Presentation falls well outside set time parameters.	Content, style and/or use of grammar/language are occasionally inappropriate to the audience and/or context. Presentation falls slightly outside set time parameters.	Content style and/or use of grammar/language are consistently appropriate to the audience, and/or context. Presentation meets set time parameters.	Content, style and/or use of grammar/language are consistently appropriate and targeted to audience and context. Presentation makes full, effective use of time and stays within time parameters.	Score: _____ (out of 4 points)
Group Paper	Most of the paper elements are missing, inaccurate, and/or failed to follow the guidelines.	Many paper elements are missing, inaccurate and/or failed to follow the guidelines.	One or more elements were missing but most of the paper elements are included, accurate, and followed the guidelines.	All required paper elements are included, accurate, and fully followed the guidelines.	Score: _____ (out of 5) **Each required item from 1-20 is worth ¼ of a point for a total of 5 points**
STEP THREE: Persuade Your Group (An all-or-nothing 3 points)					Score: _____ (out of 3 point)
					Total Score: (out of 20 points)

II. WHAT: Mid-Term Exam (30 points)**WHEN: Monday, October 22**

1. We will take the test at beginning of class. Please be on time.
2. This will not consume the whole class period so we will utilize the remainder of class to begin the next section of the course. Expect to be in class the whole time, 4:00pm - 6:50pm.
3. The exam covers the information related to theatre only.
4. Expect a multiple choice, 30-point test. My multiple choice exams include choices like “none of the above” and “A and B only”, so they are not easy if you’ve missed class often or were “checked out”.
5. I will give you a review list for the exam.
6. You need one scantron and a pencil.

III. WHAT: Film & Theatre Compare and Contrast Quiz (5 points)**WHEN: Monday, Dec 3**

1. The quiz will assess your understanding of the similarities and differences in the mediums of film and theater.
2. This quiz will not consume the whole class period so we will utilize the remainder of class to continue course materials. Expect to be in class the whole time, 4:00 pm - 6:50pm.
3. We will take it at the beginning of class – remember, no make-up tests allowed because late work is not accepted.
4. Expect a 10-point multiple choice and/or short answer quiz.
5. I will have reviewed you for the quiz.
6. You need one of your scantrons and a pencil.

IV. WHAT: Final Exam (30 points)**WHEN: Monday, Dec 10 from 5:30AM-8:00PM****WHERE: In our regular classroom**

1. Per UTA policy you have from 5:30PM-8:00PM to take this exam.
2. The final exam period begins at 5:30PM; it does not mean you can show up anytime between 5:30PM and 8:00PM! We will take it at the beginning of class. Remember, no make-up tests allowed because late work is not accepted.
3. No food allowed this time.
4. You need one of your scantrons and a pencil.
5. Expect a multiple choice, 30-point test. Recall my multiple choice exams include choices like “none of the above” and “A and B only”, so they are not easy if you’ve missed class often or were “checked out”.
6. I will have reviewed you for the exam; I will tell you what kinds of concepts to review.
7. This will cover film information only – no theatre information.

SIGNATURE ASSIGNMENTS

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

V. WHAT: Play Reaction and Critique Essay (10 points)**WHEN: Monday, October 29 if you see *The Clean House*****Monday, November 12 if you see *Ladies in Waiting* or *The Shock of Recognition*, or *Some Sunny Day*****Monday, December 3 if you see *Company******Late papers will not be accepted.**

Each student will write a formal essay on a play (in this class, it will be a play), analyzing the production’s use of the tools of the medium to communicate the ideas in and worldview of the piece to its community. **(Critical Thinking Skills, Communication Skills, and Social Responsibility)**

Critique: the objective is to give specific reasons on the aesthetic quality of the play and whether it

works as a play to people who have seen it. Do not limit yourself to *reacting* to the play (“I loved it!” or “I hated it!”) and do not use generic terms like “incredible,” “wonderful,” “marvelous,” etc. You do not need to give an extensive plot summary; 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.

1. 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 (for our class: THEA 1342, Section 004)
 - iv. Day/Month/Year
- b. Your Paper must be a minimum of two (2) pages in length. (It can be longer than 2 pages.) Typed, double-spaced, Times New Roman, 12-point font, with 1-inch margins on all sides.

2. In terms of the structure of the essay, you must include each of the following:

- a. Introductory paragraph: name of the play and a **short** synopsis including major characters’ names. Try to keep the synopsis to 6 lines or less.
- b. Body of the paper:
 - i. At least one paragraph regarding your own experience seeing a stage play and your thoughts on seeing a live performance (play) versus seeing a filmed performance (movie). What assumptions did you have going in to the live performance (play)? How did it compare to going to a movie for you? How did the fact that you see far more screen entertainment than live entertainment influence your experience and/or enjoyment of the live performance (play)?
 - ii. At least one paragraph about The Playbill or Show Poster: what was your eye drawn to? What did you notice first? What did you expect the play to be about based on the playbill or poster? (Themes, character, setting) What mood did they set?
 - iii. At least one paragraph dealing with: What is the Theme or Themes of the play?
 - iv. At least one paragraph about Character: How strong is the acting? Is there depth to the characters? Is there clear character motivation?
 - v. At least one paragraph about Structure and Plot: Is it predictable or unpredictable? Is the structure clear? Were the characters introduced appropriately? Was each scene a justifiable part of the arc and did it help move the story forward?
 - vi. At least one paragraph about Visual Presentation: Does it rely too heavily on dialogue and/or narration? Do the design components support and assist the storytelling? (Costumes, Set, Props, Lighting)
 - vii. At least one paragraph about Aural Presentation: If there is music, does the music support the storytelling or detract from it?
 - viii. At least one paragraph about Writing: Is the dialogue strong? Is the dialogue believable?
- c. Closing Paragraph: Based on the critique you have done in the Body of your paper, rate the play according to the “Star System” and summarize the explanation for your rating. Then sum up for the reader whether they should spend their time seeing this play or not.

STAR SYSTEM:

**** Outstanding Play. 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!

*** A Good Play that does not have quite the same aesthetic and emotional impact as the previous category. Interesting. Maybe intended primarily for entertainment, but with strong characters and some serious themes.

** An Acceptable Occasion for Spending \$. 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.

* Poor Example of a Play. 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.

3. You must staple your ticket stub to your paper OR email me your ticket receipt OR email me a photo of you AT the theatre! Papers turned in on time but without ticket or photo proof will receive no more than 7 points (or a C) before I even begin to start grading.
4. Papers **MUST BE** stapled.
5. ******DO NOT INCLUDE**** Your Name** on any page of the essay **EXCEPT** the Cover Sheet. This is so that the papers can be read and assessed anonymously by the University Core Committee. I realize that MLA format requires that you put your name and page number on every page of your paper. Therefore, please use your **Student ID Number** in place of your name in this case.

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.

- VI. Each student will be part of a group creating a tool to be used by the rest of the class in exam preparation.
(Critical Thinking, Communication Skills, Social Responsibility, Teamwork)
One of the following two assignments may be chosen for the second Signature Assignment:

➤ **WHAT: Group Study Guide Preparation**

WHEN: N/A (this section of 1342 will not complete this assignment)

Each Group will be assigned a subject and/or list of terms covered by the professor during the lecture in the theatre section of the course. Each group must put together a study guide and/or study tool for their colleagues as well as write up 3 potential exam questions based on

the assigned subject.

Instructions:

- a. Study Guide/Study Tool: Put together a short study guide or study tool for the subject and/or list of terms assigned. This guide/tool must be typed out and must be emailed to the professor by 5pm on the day the assignment is due. There will be in-class time to work on this assignment. Some examples of guides or tools could be: flash cards, a study game or a sample test with multiple choice questions. These tools will be posted to Blackboard for the general use of the class in preparing for the Midterm and Final.
- b. 3 Multiple Choice Questions: Write 3 potential multiple choice exam questions based on the subject assigned to your group. These must be typed (Times or Times New Roman, 12-point font) and emailed to the professor by 5pm on the day the assignment is due. These questions may or may not be used on the final. They should be based on the study guide or study tool submitted by your group. Your study guide/tool should fully prepare your classmates to answer your multiple choice questions correctly if they were included on the test.

➤ **WHAT: Peer Assessment Rubric (5 points)**

WHEN: Monday, Nov 26

Instructions: Each member of the *To See or Not To See* Group Presentation Project will fill out an Assessment Rubric for each of their fellow members, including a self-assessment. This is a peer evaluation of a reflection on the process and experience of collaborating as a group. If a student completely fails to turn in this assignment, they will receive 0 points for this assignment. Full points will be given only if the rubric is filled out completely and thoughtfully.

CALENDAR – THEATRE & FILM APPRECIATION – Fall 2018

	DATE	IN CLASS	WHAT'S DUE	Pts	OTHER REMARKS
1	Aug 27	<input type="checkbox"/> Syllabus <input type="checkbox"/> Groups Formed <input type="checkbox"/> Discuss Group Project <input type="checkbox"/> View Film			-Read the syllabus THOROUGHLY. Signed syllabus contract is due Mon, Sep 17 - <i>Every Little Step</i> (96 min, 2008)
	Sep 3	LABOR DAY			
2	Sep 10	<input type="checkbox"/> Watch Introduction to Greek Theatre AT HOME			
3	Sep 17	<input type="checkbox"/> Attendance <input type="checkbox"/> Theatre History <input type="checkbox"/> Attendance	-Student Contract DUE		
4	Sep 24	<input type="checkbox"/> Attendance <input type="checkbox"/> Theatre History <input type="checkbox"/> Attendance			
5	Oct 1	<input type="checkbox"/> Attendance <input type="checkbox"/> Theatre Today and Production <input type="checkbox"/> Midterm Review <input type="checkbox"/> Attendance			- Midterm NEXT CLASS
6	Oct 8	<input type="checkbox"/> Attendance <input type="checkbox"/> MIDTERM EXAM <input type="checkbox"/> View Film <input type="checkbox"/> Attendance	- MIDTERM- scantron/pencil	30	<i>Singin' in the Rain</i> – film (103 min, 1952)
7	Oct 15	<input type="checkbox"/> Attendance <input type="checkbox"/> Film History <input type="checkbox"/> Attendance			
8	Oct 22	<input type="checkbox"/> Attendance <input type="checkbox"/> Film History <input type="checkbox"/> View Film <input type="checkbox"/> Attendance	- GROUP PROJECT: STEP ONE (Watch your film by today)		<i>Psycho</i> (109 min, 1960)
9	Oct 29	<input type="checkbox"/> Attendance <input type="checkbox"/> Film Lecture Catch Up <input type="checkbox"/> Film Personnel and Q&A <input type="checkbox"/> Attendance	- Play Reaction/Critique Paper DUE if you see <i>The Clean House</i>	10	
10	Nov 5	<input type="checkbox"/> Attendance <input type="checkbox"/> GROUP PROJECT: STEP TWO <input type="checkbox"/> Film History <input type="checkbox"/> Attendance	- GROUP PROJECT: STEP TWO (Persuade/Dissuade)	3	
11	Nov 12	<input type="checkbox"/> GROUP PROJECT PRESENTATION Work Day			
12	Nov 19	<input type="checkbox"/> Attendance <input type="checkbox"/> GROUP PROJECT PRESENTATIONS <input type="checkbox"/> Film Lecture <input type="checkbox"/> Attendance	- GROUP PROJECT: STEP THREE (Group Presentation and Paper)	17	
13	Nov 26	<input type="checkbox"/> Attendance <input type="checkbox"/> View Film <input type="checkbox"/> <i>Noises Off</i> Script Reading <input type="checkbox"/> Attendance	- Peer Evaluation - Play Reaction/Critique Paper DUE if you see <i>Ladies in Waiting, Shock of Recognition, OR Some Sunny Day</i>	5 10	<i>Noises Off</i> – film (103 min, 1992)
14	Dec 3	<input type="checkbox"/> Attendance <input type="checkbox"/> Discuss <i>Noises Off</i> <input type="checkbox"/> Theater and Film Comparison <input type="checkbox"/> COMPARE & CONTRAST QUIZ <input type="checkbox"/> Film Lecture Catch Up <input type="checkbox"/> Final Exam Review <input type="checkbox"/> Attendance	- Please bring a scantron and a pencil. -Play Reaction/Critique Paper DUE if you see <i>Company</i>	5	
	Dec 10	<input type="checkbox"/> FINAL EXAM: 5:30PM-8:00PM	-Bring a scantron and a pencil.	30	

* This calendar and syllabus are subject to change at the discretion of the professor depending on the progression and the development of the specific skills to be mastered.

THEATRE AND FILM APPRECIATION | THEA 1342 - 007 | Fall 2018

3 Credit Hours

Mondays only | 4:00 PM - 6:50PM | Instructor: Felicia Bertch

Dear Student:

Please read, check in the box, and sign/date below. Please turn this page into your instructor **on or before Monday, September 17, 2018.**

- ☐ I have read and understand the syllabus.
- ☐ **I FULLY understand and agree to adhere to the absence and tardiness policies.**
- ☐ I have read and understand that **FULL** participation in all class activities (unless medical or disability documentation is provided) is REQUIRED to pass this course.
- ☐ I understand and agree to adhere to the electronic device policy.
- ☐ I understand and agree to adhere to the classroom atmosphere policy
- ☐ I understand my instructor may choose to make copies of all work turned in.
- ☐ **I UNDERSTAND AND AGREE TO ADHERE TO THIS COURSE SYLLABUS.**

Signed,

(Printed name)

(signed name)

(date signed)

I'm looking forward to a fun and informative semester!